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ABSTRACT

A study investigated the utility of a set of Spanish-language instructional materials, "Decsubriendo la Lectura," in compensatory or remedial literacy education for Spanish-speaking elementary students. The reading recovery approach, used with English-speaking first-graders, was adapted for Spanish. Program development included identification of 300 Spanish-language books at 28 difficulty levels, development of 6 observational tasks to provide a profile of the individual student's reading repertoire, and testing of the reliability and validity of the adapted materials with students in 5 Texas, Illinois, and Arizona school districts. The final report outlines the study's objectives and procedures, then presents and analyzes results for each task and correlation. It is concluded that the observational tasks are both reliable and valid, and that the materials had a significant impact on the subjects' literacy acquisition, suggesting that the reading recovery approach does help students who are struggling to read in a relatively short time period (12-16 weeks), and accelerates students so they are on a par with or ahead of average readers. Materials appended to the reported include a suggested reading recovery lesson format, list of Spanish literature books identified for the program, the observation tasks, data collection forms, and Spanish-to-English translations. (MSE)

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DESCUBRIENDO LA LECTURA: AN APPLICATION OF READING RECOVERY IN SPANISH

Report prepared for the Office of Educational Research and Improvement (OERI) from a grant provided by the OERI Fellows Program 1991-92

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Kathy Escamilla
December 1992

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DESCUBRIENDO LA LECTURA: AN APPLICATION OF READING RECOVERY IN SPANISH

INTRODUCTION:

The purpose of this study was to examine the impact of the Descubriendo La Lectura (DLL) Spanish Reading Project. The study included an examination of the validity and reliability of the materials developed in Spanish for the DLL project and a study of the project's impact on participating students. Descubriendo La Lectura, which will hereafter be referred to as DLL, is significant as it is the only project of its kind currently being conducted in the U.S. The study was conducted and completed during the 1991-92 school year. Study procedures, results and implications for the improvement of educational practice for Spanish speaking students are detailed in the following pages.

NEED AND SIGNIFICANCE OF THE STUDY

There are currently about 7.5 million school aged children in the United States who enter school speaking languages other than English (Lyons, 1991). About 85% of these students speak Spanish as a first language (Lyons, 1991). The number of Spanish speaking students entering U.S. schools has steadily increased over the past decade and these children constitute the fastest growing group in U.S. public schools (Broun, 1992).

During the past twenty years, bilingual education programs have been widely implemented in the U.S. as a means of providing quality educational experiences to these Spanish speaking language

minority students. Politically, bilingual education has been extremely controversial. However, research studies have established that bilingual programs are pedagogically sound when fully implemented with well qualified staff and administrative support (Cummins, 1989; Hakuta, 1987).

Bilingual programs are implemented in many different ways, however, they generally utilize a child's native language for initial literacy development and gradually add on English as a second language. This model has demonstrated that initial success in native language literacy provides a base for subsequent success in English (Escamilla, 1987; Krashen & Biber, 1987; Ramírez, Yuen & Ramey, 1991).

In spite of the above achievements, and the overall positive impact of bilingual education programs, however, there are some language minority students who have not achieved the desired results in native language or second language literacy. These students, like their English speaking counterparts, may have difficulty at the beginning stages of literacy acquisition, requiring special attention or "something extra" in the way of instruction to achieve the levels of literacy and biliteracy needed to be academically successful.

Typically, this something extra has taken the form of pull-out compensatory programs designed to remediate the student's academic weaknesses. Pull-out programs for language minority and majority students, largely funded through Chapter I programs in local elementary schools, have been widely criticized during the past few years (Allington & Broikou, 1988; Barrera, 1989;

Hornberger, 1992). This criticism asserts that students continue to participate in remedial programs year after year and there is little evidence to suggest that student achievement improves as a result of participation in these programs (Allington & Broikou, 1988; Barrera, 1989). Further, compensatory programs become "life sentences" for students, and once they get in, they never get out.

An additional problem for language minority students in need of some sort of "remediation", particularly in literacy, is that the remediation is often offered in English whether or not the child has a sufficient command of it to benefit from such instruction. This approach to remediation often creates a situation where the child may be receiving formal reading instruction in Spanish (or another native language) in the regular classroom and English reading instruction for remediation, a situation that may well result in further confusion and failure for the child (Barrera, 1989).

Added to the above is the overall problem that 95% of the bilingual programs for language minority students in the United States are transitional in nature. Their stated purpose is to transfer students from native language to English language programs as quickly as possible (Fradd & Tikunoff, 1987). This transitional policy exacerbates difficulties for language minority students who may be struggling to learn to read in their native language. Teachers often feel pressured to get students into English reading, so they give up trying to help students become literate in their first language and simply teach in English.

Given the above factors and the research results establishing the efficacy of native language programs, there is a real need to look

at innovative early intervention programs that are offered in the native language of the students. Native language programs may be the best vehicle to assist language minority children struggling with literacy acquisition. At the same time, it is important that such programs not condemn these children to a lifetime of remedial instruction.

One educational intervention that focuses its efforts on helping English speaking students who are struggling to learn to read is called Reading Recovery. Briefly defined, Reading Recovery is a first grade intervention program designed to identify and remediate reading difficulties early in a child's school career. Children in Reading Recovery receive intensive individual instruction by specially trained teachers. The purpose of Reading Recovery is to cycle children as quickly as possible into and out of intervention and back into a basic classroom experience. Reading Recovery was developed and implemented in New Zealand and has recently been implemented in the United States by school districts in Ohio in collaboration with the Ohio State University. Reading Recovery has met with great success in areas where it has been implemented (Clay, 1989; Pinnell, 1988; Pinnell, Fried and Estice, 1990). So great is its success in the U.S. that, in 1992, there were Reading Recovery Programs in thirty-four states and the District of Columbia (Dyer, 1992). It would seem that Reading Recovery, given its success with English speaking students, might also be effective when applied in Spanish with Spanish speaking students.

In 1988, bilingual education staff in the Tucson Unified School District, made the commitment to develop and study the application

of Reading Recovery in Spanish. This project was given the name Descubriendo La Lectura (DLL) and is an adaptation of Reading Recovery and equivalent in all major aspects to the program originated by Marie Clay in New Zealand. This study was an initial attempt to study the potential of Reading Recovery in Spanish beyond the point of theoretical supposition.

The study, funded by OERI and reported herein, is an examination of the impact that the Descubriendo La Lectura Project has had thus far. It should be read and interpreted as a beginning effort to study this program. However, through this study, important data regarding the validity and reliability of the Spanish program materials has been established, and detailed procedures regarding translation of program documents and issues related to this translation have been documented. Results of this aspect of the study will greatly facilitate the development of Reading Recovery in other languages. Further, Spanish language materials developed for use in DLL can be easily adapted by other districts and countries who may wish to establish Spanish Reading Recovery Programs.

A second aspect of the study was to examine the initial impact of DLL on twenty-three students who participated in the program during 1991-92. These data not only provide valuable information about the initial impact of DLL on students but also serve as a baseline for future longitudinal studies which will assess the impact of this program across grade levels, and examine the extent to which gains made in Spanish literacy subsequently apply to the acquisition of English literacy.

Given the above information, this study is significant for several reasons. First, it utilizes the knowledge base and theoretical framework from two important fields (Bilingual Education and Reading Recovery) for the purpose of addressing a large and growing need in our country. This need is how to assist Spanish speaking children who are having difficulty learning to read without prematurely submersing them in English and/or without permanently placing them in classes for "slow learners".

The projected growth of Spanish speaking students in U.S. schools (35% over the next decade) (Lyons, 1991), coupled with the continued over-representation of these students in remedial programs make studies such as this one significant for policy makers and practitioners. Moreover, these studies are imperative if the academic potential of Spanish speaking students in our country is to be realized.

As a final note to this section, the cost of remedial and compensatory education is of great concern to federal, state and local school districts with dwindling financial resources. Short term innovative early intervention programs such as this one, may provide a cost effective approach to assisting students who need "extra help" in learning to read.

READING RECOVERY: AN OVERVIEW

Reading Recovery is designed to assist first grade students who are having difficulties learning to read. Students identified as needing Reading Recovery are pulled out of their classrooms

for intensive one-on-one instruction for thirty minutes per day. Reading Recovery differs from other remedial programs in several significant ways. First, the intent of the program is to accelerate struggling students so that they can "catch up" with their peers. The program is not intended to take the place of good classroom instruction but is seen as providing the "something extra" that is needed to provide struggling readers with the inner control needed to become independent readers. The program is designed to be short term and to cycle students into and out of the program as quickly as possible. Average student participation in Reading Recovery is twelve to sixteen weeks (Clay, 1989; Pinnell, 1990). Reading Recovery is meant to be delivered by a trained teacher and RR teachers undergo an intensive one year training program to learn Reading Recovery theory and procedures. As they learn the theory, they simultaneously apply these procedures with real children under the guidance of a teacher leader and the support of a peer training group.

Reading Recovery lessons follow a similar structure, however, there are no prescribed step-by step kits or consumable materials. Trained teachers select and use a wide range of books. Lessons are designed to actively involve children in their own learning. Children are guided to think and solve problems while reading. Teachers provide support, but the children do the work and solve problems. Daily writing, and using children's writing to teach reading, is an important aspect of RR (Pinnell, DeFord & Lyons, 1988). A suggested format for RR lessons is included in Appendix A of this report.

Reading Recovery Programs have demonstrated that children can accelerate their reading progress in this program and that their reading progress can sustain itself across grade levels (Clay, 1989; Pinnell, 1990). Thus, once students are successfully discontinued from RR Programs, their gains are maintained without the need for further remediation.

Research results on the impact of English RR have been very promising. Results of the original program developed by Marie Clay in New Zealand (Clay, 1979a-1986, 1979b, 1982) indicated that children who had been identified as RR students made accelerated progress while receiving individual tutoring. After an average of 12-14 weeks, almost all children in the initial program had caught up with their peers who were considered to be average readers. Three years later, children who had received RR continued to progress at average rates. Although the initial research group in New Zealand included bilingual Maori children, bilingual Pacific Island children, children whose ancestry was European, and children with special needs, it is important to note that RR was conducted exclusively in English. Since that time, however, RR has been developed in Maori also (Clay, 1992).

Programs implemented in the United States have reported similar results. During the 1984-85 school year, a U. S. program was piloted in Ohio. The program was implemented in six urban schools with high proportions of low-income students. Fifty-five students received RR during the pilot year, with an average of twelve weeks of intensive tutoring. At the end of the pilot year, two-thirds of the children were substantially above comparison-group students on

standardized tests. Further, students were within the average range of achievement based on national norms of the Stanford Achievement Test (Huck & Pinnell, 1985). Follow-up studies conducted during the years 1985 to 1987 found that RR children maintained their gains over comparison children and continued to perform within the average level two years after discontinuing RR (DeFord, Pinnell, Lyons, & Young, 1987). By 1988, the Ohio project had expanded to serve 3,000 children in 143 school districts. In essence, the RR program helped underachieving students make rapid gains in reading by fostering student independence and enabling them to continue to do well after completing the program.

The success of RR programs in English, particularly with low-income students in Ohio and bilingual Maori students in New Zealand, prompted the Tucson Unified School District in Southern Arizona to implement RR in the 1988-89 school year with funds from the district's Chapter I office. The district's decision to develop a Spanish RR program was based on several factors. First, the district has a large and extensive population of language minority students who are receiving initial literacy instruction in Spanish. This population includes first grade students who need extra assistance in initial literacy acquisition. Second, the district has a formal language policy that establishes maintenance of two languages and development of bilingualism and biliteracy as fundamental educational goals for all district language minority students (District Policy 1110, 1981). Development of a RR program in Spanish was deemed the most theoretically sound approach given the research in bilingual education that has found the use of the child's

native language to be the most appropriate medium of instruction (Cummins, 1989; Krashen & Biber, 1988; Ramírez, Yuen & Ramey, 1991), and the research in RR which emphasizes children's competence and not their deficits (Clay, 1989; Pinnell, 1990).

THE DEVELOPMENT OF DESCUBRIENDO LA LECTURA

There are numerous considerations to be addressed when adapting an English language program for students from other cultural and linguistic groups. For DLL, such issues included differences in language and culture between Spanish speaking students and their English speaking counterparts. It was decided that adaptation could best be accomplished by Spanish and English bilingual teachers who were sensitive to cultural differences and could learn the RR Program well enough to develop a Spanish equivalent. Therefore, during the first year (1988-89) three bilingual education resource teachers volunteered for the intensive one year training program in English RR. This training consisted of three hours of after school training per week coupled with working with children, in English, to apply and expand their knowledge related to RR. Working with children included "behind-the-glass" (a one-way mirror) sessions in which children were brought to the training sites and given lessons while other trainees observed an individual child and the teacher's instruction. Concurrently with the year long training, teachers undertook the task of developing the Spanish language Descubriendo La Lectura Program.

Program development included the identification of children's literature books in Spanish for use in the program. Some books were

translated from English to Spanish, others were that had originally been written in Spanish were also identified. An an attempt to identify tentative readability levels for books was completed. A list of books was generated which now includes over 300 titles at 28 different levels of difficulty, with an average of 20 books per level. The inventory of books provides the reading material for DLL but does not recommend sequence (see, Appendix B).

A Spanish Observation Survey for identifying students was also developed during this period, and was created as a Spanish equivalent of the English Observation Survey originated by Clay (1989). The Spanish Observation Survey consists of six observational tasks that collectively provide a profile of a student's reading repertoire. These observational tasks include: 1) letter identification; 2) word test; 3) concepts about print; 4) writing vocabulary; 5) dictation; and 6) text reading. A copy of the Spanish Observation Survey, developed for use in this program, is included in Appendix C.

When materials originally created for one linguistic group are translated into another language for use with a different linguistic group, serious threats to validity and reliability are posed. It was, therefore, determined that a major research issue in the development of DLL was to determine the validity and reliability of the Spanish Observation Survey. Determining validity and reliability became one focus of this study.

Once all the parts of DLL had been developed (a cadre of trained teachers, Spanish literature books, and the Spanish Observation Survey), it was possible to pilot test this program to note its

impact on students. DLL was field tested in 1989-90 and 1990-91 with two students and twelve students respectively. Results of this field testing demonstrated that DLL, like RR, was having a positive impact on students (Escamilla & Andrade, 1992; Escamilla, Basurto, Andrade & Ruiz, 1992).

From these studies, it was decided to expand DLL in order to serve more students and involve more teachers in the training program. However, aside from the case studies collected during the pilot testing (described above), there were no other studies examining the impact of DLL on a larger group of Spanish speaking students. Nor were there any studies which examined the validity and reliability of the Spanish Observation Survey beyond the Tucson area. This need for an expanded examination of the DLL Program became the second focus of this study.

RESEARCH QUESTIONS

The purpose of this study was to examine whether or not the Descubriendo La Lectura application of Reading Recovery, in Spanish, was equivalent in all major aspects to the New Zealand Reading Recovery Program developed by Marie Clay. Equivalence was investigated with regard to the validity and reliability of the Spanish Observation Survey and the program's impact on students. Research questions generated for the study are as follows:

1. Is the Spanish Observation Survey, developed for use in Descubriendo La Lectura, valid and reliable?

2. How do DLL, control and comparison children compare at the end of first grade on a variety of measures of reading ability?

3. How do DLL, control and comparison children perform, at the end of first grade, on a nationally normed standardized test?

4. How do DLL, control and comparison children compare with the average progress of the total population of first grade students?

5. What proportion of successfully discontinued DLL students achieved end-of-year scores equivalent to the average band of first grade students who are reading in Spanish?

METHODS

With regard to research question 1, the Spanish Observation Survey is a central aspect of the DLL program. This survey is used to identify students for the program, design lessons and discontinue students form the program. For this study, validity of the Spanish Observation Survey was examined for concurrent validity, construct and content validity. Concurrent validity was established by comparing the six observation tasks on the Spanish Observation Survey which was developed for DLL to the Aprenda norm referenced Spanish Reading Achievement Test. Construct validity was established by comparing each of the six observation tasks on the Spanish Observation Survey to each other to determine the extent of correlation between observation tasks. Content validity was examined by having a back translation on the Spanish Observation Survey completed. The back translation involved having the materials that had been developed in Spanish translated back into English by persons who were not familiar with the original English version, and then comparing the English obtained from the back translation to the original English.

Reliability of the Spanish Observation Survey was established using the Cronbach's Alpha method of analysis for observation tasks 1, 2, 3, and 5, and a test/re-test method of analysis for observation task 4. Observation task 6 involves reading of whole texts, and conducting running records (a type of miscue analysis that analyzes student reading behavior). Since there are not a finite number of test items, it was not possible to use the Cronbach's Alpha. For this task, the Kuder-Richardson Formula 21 was used to analyze reliability.

SUBJECTS

For research question 1, subjects were chosen from three states. The project originally intended to use only one site for data collection (the Tucson Unified School District where project was originally developed). However, in Oct. 1991, the newly created national collaborative for the development of Reading Recovery for Limited English Proficient students held a meeting in Denton, Texas. At that time, several other school district expressed an interest in participating in this research project. Consequently, the project was expanded to include subjects from the Carrollton-Farmer's Branch School District in Denton, Texas; the Northside Independent School District in San Antonio Texas; the McAllen Independent School District in McAllen, Texas; the Chicago Public Schools in Chicago, Illinois as well as the Tucson Unified School District in Tucson, Arizona.

Pre-test data were collected on first grade subjects during the first two weeks of Oct. 1991. These data included: 1) language

assessment data to document student language proficiency; 2) the results of the Spanish Observation Survey for each student; and 3) the results of the Aprenda Spanish reading achievement test (Nivel Preprimario - Sub-Tests 2, 3 and Total Reading). Results of these tests, along with other pertinent data for each subject (e.g. date of birth, sex etc.) were recorded on a data recording sheet (see Appendix D) and inputted into a computer data base for later analysis. Data on these same subjects were again collected during the first two weeks of May 1992. Spring data collected included: 1) the results of the Spanish Observation Survey for each student; and 2) the results of the Aprenda Spanish reading achievement test (Primer Nivel Primario - Sub-tests 2,3 and Total Reading). Again data were recorded on a data recording sheet (see Appendix D). Distribution of study subjects across sites and testing dates included the following:

Figure 1
Data Collected by Site
Fall 1991/Spring 1992

SITE	FALL 1991		SPRING 1992	
	*SOS	Aprenda	*SOS	Aprenda
TUCSON	180	180	178	178
CHICAGO	60	60	60	0
TEXAS	20	0	62	39
Carrollton-Farmer's Branch	0	0	23	23
McAllen	0	0	16	16
San Antonio	20	0	23	0

*SOS-Spanish Observation Survey

ANALYSES

For the validity aspect of the study, the following analyses were conducted:

1. Concurrent validity was analyzed via computation of correlation coefficients between each of the observation tasks on the Spanish Observation Survey (six total tasks), and the total Aprenda Spanish Reading Achievement Score (standardized scores). Computations were done for fall 1991 and spring 1992.

2. Construct validity was analyzed via computation of correlation coefficients among each of the six observation tasks on the Spanish Observation Survey. This computation was also done during the fall 1991 and spring 1992. Construct validity was also examined by calculating p-values for items in observation tasks 1, 2, and 3. An item p-value is that percent of students in the group who answered the item correctly. The p-values may be used to make comparisons of item difficulty and can be used to determine if certain items are much more difficult than others for different groups of students.

3. Content validity was analyzed via an analysis of the back translation of the Spanish Observation Survey. Back translations were completed in Feb. 1992.

Reliability of the Spanish Observation Survey was examined by using the Cronbach's Alpha analysis for Observation tasks 1, 2, 3, and 5 a test/retest for observation task 4, and the Kuder-Richardson Formula 21 for observation task 6. The varying structure of each of

the observation tasks and the way they are scored necessitated the use of more than one method of analysis.

In order to insure that data gathered were not negatively effected by practice test effects, one-half of the subjects took the Spanish Observation Survey first and then took the Aprenda test second. The other half of the subjects took the Aprenda test first and the Spanish Observation Survey second. The same procedure was followed during both the fall and spring. All results are reported in aggregated forms for the total group from all sites (N=299), and for regional groups (Tucson=180; Chicago=60; and Texas=59).

Research questions two through five utilized only subjects from the Tucson site. Research methods for these subjects first identified all Spanish speaking first grade students from six elementary schools who were receiving their initial literacy instruction in Spanish. In Oct. 1991, these students were given the Spanish Observation Survey and the Aprenda Reading Achievement Test (Nivel Preprimario - Sub-tests 2, 3, 4 and total reading) (N=180). From these data, for all six schools in the study, students who were in the bottom 20% were identified. Four of the schools had the DLL program and two did not. For the four schools with the DLL program, study subjects were chosen by using the results of the Spanish Observation Survey in combination with teacher recommendations as to which students were most in need of DLL. Teacher recommendations were documented via a procedure known as alternate ranking.

In alternate ranking, a teacher takes a copy of his/her class list and ranks the students according to his/her perceptions of

student reading abilities. Teachers begin by identifying the strongest reader and ranking him/her #1 and then identifying the weakest reader and ranking him/her with the lowest class number. The procedure of alternate ranking (highest/lowest) continues until all students in the class have received a rank.

DLL subjects were those who received the lowest class rankings by their teachers and had the lowest scores on the Spanish Observation study. A total of 50 students were identified as DLL students for 1991-92. Of this total, 23 received the program.

In order to control for treatment effects that might result from having DLL trained teachers in regular classroom situations, control group students were chosen from two schools that had no DLL teachers nor a DLL program. Control group students were also selected on the basis of the results on the Spanish Observation Survey and the Aprenda Spanish Reading Achievement Test, and from these instruments were identified as being in the lowest 20% of their class. From this group 23 control group students were identified. These students were students who could have benefited from the DLL intervention, but did not receive it.

From the six schools in the study, all students not identified as DLL or control group students were assigned to the comparison group (n=134).

All 180 study children (DLL, Control and Comparison) were re-tested in May 1992 using the Spanish Observation Survey and the Aprenda Spanish Reading Achievement Test (Nivel Primer Nivel Primario - Sub-tests 2, 3 and total reading).

For research question 3 pre/post test results for DLL, Control and Comparison group students on the Aprenda Spanish Reading Achievement Test were compared. Analyses utilized scores for the total reading. Because different forms of the test were used from the fall to the spring, (fall -Nivel Preprimario; spring-Nivel Primer Nivel Primario) student raw scores were converted to scaled scores for comparison and analysis. For purposes of analyses, total reading achievement test scores (Lectura Total) for each form were used. Group differences were compared according to gains in percentile points from fall to spring.

Research question four analyzed the reading progress of DLL, Control and Comparison children compared to the average progress of the total group of first grade Spanish reading students for the 1991-92 school year. Comparisons were made by analyzing Oct./May gains on tasks on the Spanish Observation Survey and on the Aprenda Spanish Achievement Test (Total Reading Fall and Spring). For the Spanish Observation Survey, average progress was considered to be +/- .5 standard deviations from the mean of the total group (DLL+Control+Comparison). For the Aprenda Test, average progress was considered to be achievement in May that approached the 50th percentile. Comparisons were made for each of the observation tasks on the Spanish Observation Survey and for the total Aprenda Spanish reading achievement test.

Research question five was analyzed by calculating the percentage of DLL students who met and/or exceeded the end-of-year average band of achievement among all first grade students reading in Spanish. The average band was calculated for all six

observation tasks of the Spanish Observation Survey and was calculated using the same method used for research question four (above). DLL students included all students completing at least 60 DLL lessons including successfully discontinued and not discontinued students.

RESULTS

For research question 1, language assessment test data collected in fall 1991 established that all subjects included in the study were Limited English Proficient and that Spanish was their native language. Study sites used a variety of language assessment measures, however all measures assess proficiency on a five point scale with 5 being the highest and 1 the lowest. Mean scores for all subjects in Spanish were 3.6 on a five point scale and 1.9 in English on a five point scale. Results on language assessment tests by site are included in Table 1 below.

Table 1
Results of Language Assessment Tests By Study Sites
Fall 1991

Site	Test Used	Version	Group Mean	SD	n
Tucson	LAS (Language Assessment Scales)	English Spanish	1.5 3.9	.90 .98	180 180
Chicago	LAS (Language Assessment Scales	English Spanish	1.4 Not Reported	.62 Not Reported	60
Texas					
San Antonio	BSM (Bilingual Syntax Measure)	English Spanish	2.7 4.4	1.1 .49	20 20
McAllen	LAS (Language Assessment Scales	English Spanish	1.6 2.8	.98 2.1	16 16
Carrolloton-Farmer's Branch	IPT (Idea Proficiency Test)	English Spanish	2.1 3.3	.98 1.1	23 23

Total N=299

Tables two through four (below) represent the correlation between the six observation tasks on the DLL Spanish Observation Survey and the Aprenda Total Reading (Nivel Preprimario) for fall 1991. Data presented in table 2 represent all sites collectively, tables three and four represent Tucson and Chicago. Data were not reported for the Texas sites as no Texas site collected data on both Aprenda and the Spanish Observation Survey during the fall. Each table also reflects the correspondence between results obtained for the Spanish analyses and those obtained by Clay (1989) during the development of the English instrument. Table 5 is included to report

the mean scores on each of the observation tasks for the San Antonop site. These data were also collected in Oct. 1991.

Results obtained for all six observation tasks indicate correlation coefficients at .50 or above with five out of six being .60 or above. These results are considered to be adequate to establish the concurrent validity of this instrument. It must be noted, however, that results obtained for the Spanish analysis were below those obtained by Clay (1989) in the English analysis.

Table 2
Fall 1991
Spanish Observation Survey
Correlated to Aprenda Total Reading
(Nivel Preprimairo)
All Sites

Observation Task	mean	sd	r	Clay
Letter ID (61 total)	31	18.56	.60	.85
Word Test (20 total)	3.64	5.78	.72	.90
Concepts About Print (24 total)	9.68	3.9	.53	.79
Writing Vocabulary (Open)	9.12	9.71	.66	.82
Dictation (39 total)	13.26	11.61	.70	NR
Text Reading (28 total)	3.5	4.3	.56	NR

*N=232

***Note:** While the total N for the three study sites was 299, not every site participated in every aspect of the study. For this part of the study, only one Texas site participated and then only in the Spanish Observation Survey. Data reported above reflect only those subjects who completed both the Spanish Observation Survey and the Aprenda Test. No Texas sites were included in this analysis.

Table 3
Fall 1991
Spanish Observation Survey
Correlated to Aprenda Total Reading
(Nivel Preprimairo)
Tucson Site

Observation Task	mean	sd	r	Clay
Letter ID (61 total)	33.5	16.7	.63	.85
Word Test (20 total)	3.5	5.4	.72	.90
Concepts About Print (24 total)	10.6	3.5	.50	.79
Writing Vocabulary (Open)	10.8	11.4	.65	.82
Dictation (39 total)	16.3	11.3	.72	NR
Text Reading (28 total)	3.5	3.6	.60	NR

*N=172

***Note:** While the Tucson study group had 180 total subjects only 172 had complete data sets for all Spanish Observation Survey Tasks and Aprenda Tests. Eight students were absent for part of the total battery of assessment and were therefore not included in this analysis.

Table 4
Fall 1991
Spanish Observation Survey
Correlated to Aprenda Total Reading
(Nivel Preprimairo)
Chicago Site

Observation Task	mean	sd	r	Clay
Letter ID (61 total)	28.55	20.41	.59	.85
Word Test (20 total)	3.78	6.15	.73	.90
Concepts About Print (24 total)	8.75	4.4	.56	.79
Writing Vocabulary (Open)	7.51	8.02	.66	.82
Dictation (39 total)	10.28	12	.68	NR
Text Reading (28 total)	3.51	5	.51	NR

*N=60

Table 5
Fall 1991
Spanish Observation Survey Results
Texas Site*

Observation Task	mean	sd
Letter ID (61 total)	45.85	8.42
Word Test (20 total)	8.55	7.15
Concepts About Print (24 total)	12.65	3.6
Writing Vocabulary (Open)	15.35	11.1
Dictation (39 total)	23.8	12.1
Text Reading (28 total)	3.95	3.1

N=20

***Note:** Correlation coefficients between the Texas site and the Aprenda Test could not be calculated because the site did not administer the Aprenda in the fall of 1991.

Tables six through nine (below) represent the correlation between the Spanish Observation Survey and the Aprenda Total Reading (Primer Nivel Primario) for Spring 1992. Data in table six reflect aggregate data for all sites and tables seven and nine present data for Tucson and Texas respectively. Spring data were not reported in Aprenda for the Chicago site and are thus not included here. However, table eight presents mean scores for May 1992 data collected from the Spanish Observation Survey for children in Chicago. Also, Clay, in the English development of the survey, did not report spring data and thus no comparisons could be made between Spanish and English versions for the spring data.

Table 6
Spring 1992
Spanish Observation Survey
Correlated to Aprenda Total Reading
(Primer Nivel Primario)
All Sites

Observation Task	mean	sd	r
Letter ID (61 total)	49.1	13.69	.66
Word Test (20 total)	10.92	7.71	.75
Concepts About Print (24 total)	14.97	4.69	.51
Writing Vocabulary (Open)	32.39	19.72	.65
Dictation (39 total)	29.45	10.2	.60
Text Reading (28 total)	10.66	9.1	.83

*N=202

***Note:** Data reported here include those subjects who took both the Spanish Observation Survey and the Aprenda Test in the Spring of 1992. They do not include the Chicago site whose students only took the Spanish Observation Survey in the spring.

Table 7
Spring 1992
Spanish Observation Survey
Correlated to Aprenda Total Reading
(Primer Nivel Primario)
Tucson Site

Observation Task	mean	sd	r
Letter ID (61 total)	49.7	13.1	.58
Word Test (20 total)	12.2	7.9	.73
Concepts About Print (24 total)	14.5	4.1	.61
Writing Vocabulary (Open)	34.7	20.8	.62
Dictation (39 total)	29.7	10.1	.62
Text Reading (28 total)	11.7	9.5	.79

*N=163

***Note:** The Tucson study group had 180 total subjects. However, only 163 had complete data sets for all Spanish Observation Survey Tasks and Aprenda Tests. Seventeen students were absent for part of the total battery of assessment and were therefore not included in this analysis.

Table 8
Spring 1992
Spanish Observation Survey Results
Chicago Site

Observation Task	mean	sd	r
Letter ID (61 total)	46.61	12	NR
Word Test (20 total)	11.29	8.18	NR
Concepts About Print (24 total)	15.85	5.2	NR
Writing Vocabulary (Open)	27.42	20.91	NR
Dictation (39 total)	24.18	11.75	NR
Text Reading (28 total)	12.89	9.92	NR

*N=54

***Note:** Correlation coefficients between the Chicago site and the Aprenda Test could not be calculated because the site did not administer the Aprenda test in the spring.

Table 9
Spring 1992
Spanish Observation Survey
Correlated to Aprenda Total Reading
(Primer Nivel Primario)
Texas Site

Observation Task	mean	sd	r
Letter ID (61 total)	48.5	14.27	.74
Word Test (20 total)	9.64	7.52	.77
Concepts About Print (24 total)	15.43	5.28	.40
Writing Vocabulary (Open)	30.07	18.64	.67
Dictation (39 total)	29.2	10.3	.58
Text Reading (28 total)	9.62	8.7	.86

*N=39

***Note:** The Aprenda test data received from the San Antonio site in May could not be used because it was given to different subjects than those who took the Spanish Observation Survey. Spring data above reflects the McAllen and Carrolloton-Farmer's Branch sites only.

Results of these analyses also established the concurrent validity of the Spanish Observation Survey. Spring results for all sites and aggregate data compared very favorably to fall results. All obtained correlation coefficients for spring 1992 were .51 or above for aggregate data, with five out of six being .60 or above.

In order to assess the issue of construct and/or internal validity, intercorrelations among the six observation tasks on the Spanish Observation Survey were calculated and are presented below in tables ten and eleven. Table 10 represents those calculations for fall 1991 and table 11 represents those calculations for spring 1992. With the exception of the correlation between letter identification and text reading for the fall 1991 (r= .42), all other correlation coefficients were .51 or above. These results indicate that there is a positive interrelationship among the various observation tasks on the Spanish Observation Survey. Further, they represent a level of analysis that was not reported in the English Observation Survey.

Table 10
Fall 1991
Inter-Correlations
Spanish Observation Survey
All Sites

	LI	WT	CAP	WV	DIC	TR
LI						
WT	.71					
CAP	.53	.62				
WV	.73	.87	.63			
DIC	.83	.82	.61	.82		
TR	.42	.70	.53	.58	.51	

N=260

Table 11
Spring 1992
Inter-Correlations
Spanish Observation Survey
All Sites

	LI	WT	CAP	WV	DIC	TR
LI						
WT	.78					
CAP	.64	.66				
WV	.72	.83	.60			
DIC	.84	.86	.68	.79		
TR	.59	.78	.61	.70	.67	

N=299

As a further measure of construct validity two types of p-values were generated. The first consisted of mean p-values for each of the six observation tasks on the Spanish Observation Survey. These mean p-values were calculated to compare which of the tasks were the most difficult and least difficult for study subjects both during the fall and spring. Mean p-values for the fall and spring are presented on table twelve below. Results indicate that, for the fall, the word test and text reading tasks were the most difficult and much more difficult than any of the other tasks. Spring results indicated that text reading was still the most difficult task and much more difficult than the other tasks. This finding is not surprising and could be expected given that the task of Text Reading requires that students utilize and apply combined strategies from the other five observation tasks in order successfully achieve the upper levels of this task.

For the three observation tasks that had discrete items, p-values were also calculated on individual test items. Observation tasks with discrete items included letter identification (61 items), word test (20 items) and concepts about print (24 items). It was not possible to calculate p-values for writing vocabulary, dictation or text level reading. Writing vocabulary, as has been previously stated, is an open ended task and thus has no discrete items. Further, students generate their own words on this task and each individual's response is different, thereby making it impossible to calculate p-values. While dictation and text reading each have maximum scores (39 and 28 respectively), they do not have discrete items that are scored as right or wrong. In dictation students write

a sentence that has been dictated to them and their written responses are then analyzed. For text reading students are asked to read whole books aloud, and their reading behavior is analyzed by using a method known as the "running record". In both of these situations, students may end up with the same score or at the same reading level but for different reasons. Individual responses are analyzed in each case and discrete item criteria are not applied for scoring. Therefore, calculation of p-values for these three observation tasks was not possible.

Mean p-values for each item on the observation tasks of letter identification, word test (forms A and C), and concepts about print are presented in tables thirteen through fifteen below.

Table 12
Mean p-Values for Observation Tasks
Spanish Observation Survey
All Sites

Observation Task	Number of Items	Mean p-Values Fall 1991	Mean p-Values Spring 1992
Letter Identification	61	.55	.82
Word Test (Form A)	20	.18	.61
Concepts About Print	24	.44	.60
*Writing Vocabulary	Open	.93	.93
Dictation	39	.42	.76
Text Reading	28	.13	.40

N=230

*Note: Mean p-Values for writing vocabulary were calculated using test/re-test data for data for fall and spring since the writing vocabulary task does not have a finite number of items.

Table 13
p-Values for Items on Letter Identification Task
Spanish Observation Survey
Fall 1991

Item (Upper Case)	p-Value	Item (Lower Case)	p-Value
A	.88	a	.62
B	.74	b	.46
C	.68	c	.62
CH	.21	ch	.19
D	.60	d	.28
E	.72	e	.72
F	.62	f	.48
G	.51	g	.39
H	.55	h	.39
I	.57	i	.63
J	.69	j	.35
K	.47	k	.5
L	.60	l	.24
LL	.20	ll	.19
M	.76	m	.76
N	.62	n	.52
ñ	.34	ñ	.37
O	.96	o	.92
P	.64	p	.62
Q	.35	q	.12
R	.70	r	.65
S	.79	rr	.37
T	.52	s	.74
U	.69	t	.43
V	.60	u	.67
W	.47	v	.45
X	.79	w	.59
Y	.46	x	.45
Z	.66	y	.80
		z	.69
		*a	.69
		*g	.19

N=230 *These letters in the observation task represent manuscript letters as they are often presented in children's literature books.

Table 14
p-Values For Items On Word Test
Spanish Observation Survey
Fall 1991/Spring 1992

Form A-Words	p-Value	Form C-Words	p-Value
yo	.31	hace	.25
pero	.13	vamos	.86
son	.15	come	.90
aquí	.07	muy	.25
abajo	.06	jugar	.39
mi	.30	tu	.76
es	.25	para	.62
soy	.14	fue	.22
donde	.07	tengo	.42
feliz	.11	cada	.56
también	.06	quiero	.15
da	.15	ella	.20
una	.23	todo	.57
me	.27	este	.47
bonito	.06	rojo	.33
toma	.10	de	.40
casa	.25	lee	.21
sí	.41	se	.52
gusta	.12	las	.36
de	.26	al	.21

N=230

Table 15
p-Values for Items on Concepts About Print
Spanish Observation Survey
Fall 1991

ITEM	p-Value
1. Front of Book	.95
2. Text (not picture) Carries Meaning	.93
3. Directional Rules (Start left)	.91
4. Directional Rules (Go left to right)	.77
5. Directional Rules (Sweep to left)	.79
6. Word by Word Pointing	.23
7. Concept of First and Last	.57
8. Inversion of Picture	.44
9. Response to Inverted Print	.38
10. Line Sequence	.06
11. A Left Page is Read before a Right Page	.83
12. Word Sequence	.02
13. Letter Order	.01
14. Re-ordering Letters Within a Word	.03
15. Meaning of a Question Mark	.28
16. Meaning of a Period	.73
17. Meaning of a Coma	.20
18. Meaning of Quotation Marks	.04
19. Capital and Lower Case Correspondence	.42
20. Reversable Words	.07
21. Letter Concepts	.90
22. Word Concepts	.33
23. First and Last Letter Concepts	.48
23. Capital Letter Concepts	.35

N=230

A final measure of construct validity involved a back translation of the Spanish Observation Survey from Spanish back into English. This was done for the purpose of ascertaining whether or not the content of the Spanish translation was equivalent to the original English. Two back translations were completed by persons who were familiar with the area of literacy and thus know professional terminology etc., and who were native Spanish speakers. Further, both translators are professors at the University of Colorado in Boulder, however neither is familiar with Reading Recovery. A summary of both back translations is included in Appendix E of this report.

After the back translations were complete, they were analyzed by Dr. Marie Clay, the originator of the English Reading Recovery Program, the principal investigator of this study, and by the Descubriendo La Lectura teachers in Tucson. Results of these analyses concluded that the Spanish version was equivalent to the English version in most major respects. However, there were five items in the Spanish version that did not represent equivalent English constructs. These items and their revisions are discussed below and have been incorporated into the final version of the Spanish Observation Survey which is included in Appendix C of this report. It is interesting to note that items of concern related to teacher directions to students and not to specific test items. Specific areas of concern related to the translation and subsequent instrument revision are as follows:

Concern 1: On the student instructions in the letter identification observation task, students are asked the following question: "Sabes una palabra que empieza con este sonido?" (Do you know a word that begins with this sound?)

The word sonido (sound) was thought to be too narrow and not equivalent to the English since the English version asks, "Do you know a word that starts like that?" The English version allows the child to supply either a letter name or sound for an answer.

As a result, the Spanish version was changed to: ¿Sabes una palabra que empieza así? (Do you know a word that begins like that). This broadened the question and made it more equivalent to the English.

Concern 2: On the writing vocabulary observation task, teachers are directed to give children prompts under certain conditions. The original Spanish translation asks children to "think of words they would find in their literature books or word tests."

The original English version asks children to think of all the words they know and is not specific as to where to find them (e.g. literature books). It was thought, therefore, that the Spanish phrasing of the question limited children.

It was decided therefore, to change the Spanish version to read: "Use palabras que están en sus libros de lectura o otros lugares "(use words that are in your reading books or in other places). This wording broadens the focus from where children may know words, thus increasing the chances of producing as many words as they do know.

Concern 3: On the observation task of concepts about print, children are presented words that have been changed or scrambled for various reasons. For example, one item changes the order of outer letters in a word, while a second changes the order of internal letters. The original Spanish version had simply changed letter order in words without attention to internal or outer letters. As a result of this analysis, however, letter order changes in words on this task were

changed to be consistent with the English version. An example of each kind of change is included below.

Actual Word	1st Draft	2nd Draft
parar	praar	parra (outer letter)
cerco	ceroc	ecrco(outer letter)
flores	floers	floers (inner letters)

Concern 4: Also related to the concepts about print task, the first item directs the teacher to "give the book to the child holding the book vertically by the outside edge, spine towards the child." The original Spanish version omitted part of this direction. The direction was subsequently expanded to read: "Pase el libro al niño sosteniendo el libro verticalmente con el espinazo hacia el niño." (Give the book to the child holding the book vertically with the spine toward the child).

Concern 5: This item is also from the observation task of concepts about print and in many ways may be the most interesting as little can be done about it. In the scoring sheet, items 12-14 indicate that the item assessed represents word order or letter order. The original Spanish translated these phrases as "un cambio del orden de las palabras," (a change in word order), and "un cambio del orden de las letras" (a change in letter order) respectively.

In the back translations one translator translated the word un to be a and another translated the word un to be one. Both are correct as in Spanish, the word un can be either an indefinite article or a number.

In Dr. Clay's analyses, she wanted it explicitly stated that the items represented one change so as not to confuse interpretation. This presented an interesting problem because in Spanish there is not a more specific way to state these phrases. The original Spanish translation was left in tact, but the discussion raised some interesting questions about the difficulty of creating translations that are equivalent in every aspect.

To assess the reliability of the Spanish Observation Survey, three types of analyses were used. For observation tasks 1, 2, 3,

and 5, the Cronbach's Alpha method of analysis was used. This was an appropriate measure since each of these observation tasks had a finite number of items. For observation task 4, the method of test/retest was used to establish reliability. Observation task 4 asks students to write as many words as they can during a ten minute period of time. Since it is timed and open-ended, a Cronbach's Alpha method of analysis was inappropriate. Therefore, reliability was established via a test/retest procedure. Test/retest involves having children repeat this observation task twice at separate settings. During both the fall 1991 and spring 1992 test dates, children were given observation task 4 on one date and then asked to repeat the same task one week later. Reliability was determined by comparing the two observations to each other. Reliability for observation task 6 (text level reading) was determined by using the Kuder-Richardson Formula 21. This formula was considered to be most appropriate for this task since student scores are reported by levels which are determined by methods other than analysis of discrete test items.

Tables sixteen through nineteen (below) present reliability coefficients for all observation tasks of the Spanish Observation Survey.

Table 16 presents reliability data in aggregate form for all sites for the fall 1991 and tables17-19 present reliability data by sites for the fall. Further, this data is compared to reliability results reported by Clay (1989). Results from these analyses indicate very strong reliability coefficients on all observation tasks

(.69 or above), with four of six being .87 or above, and very similar results between the Spanish and English surveys.

Table 16
Reliability Coefficients - Spanish Observation Survey
All Sites
Fall 1991

Observation Task	r	Clay
Letter ID	.94	.97
Word Test	.95	.90
Concepts About Print	.69	.73
Writing Vocabulary	.87	.97
Dictation	.96	NR
Text Reading	.75	NR

N=252

Table 17
Reliability Coefficients - Spanish Observation Survey
Tucson Site
Fall 1991

Observation Task	r	Clay
Letter ID	.97	.97
Word Test	.95	.90
Concepts About Print	.77	.73
Writing Vocabulary	.87	.97
Dictation	.93	NR
Text Reading	.79	NR

N=172

Table 18
Reliability Coefficients - Spanish Observation Survey
Chicago Site
Fall 1991

Observation Task	r	Clay
Letter ID	.98	.97
Word Test	.95	.90
Concepts About Print	.74	.73
Writing Vocabulary	.87	.97
Dictation	.99	NR
Text Reading	.78	NR

N=60

Table 19
Reliability Coefficients - Spanish Observation Survey
Texas Sites
Fall 1991

Observation Task	r	Clay
Letter ID	.86	.97
Word Test	.95	.90
Concepts About Print	.56	.73
Writing Vocabulary	.87	.97
Dictation	.97	NR
Text Reading	.67	NR

N=20

Table twenty presents reliability data in aggregate form for all sites for the spring 1992 and tables twenty-one through twenty-three present reliability data by sites for the spring. These data could not be compared with English results as such results are not reported in the English development data. Results of spring data once again indicate very strong reliability coefficients (.82 or above with four out of six being .95 or above).

These results establish the reliability of the Spanish Observation Survey.

Table 20
Reliability Coefficients - Spanish Observation Survey
Spring 1992
All Sites

Observation Task	r
Letter ID	.96
Word Test	.97
Concepts About Print	.82
Writing Vocabulary	.89
Dictation	.95
Text Reading	.95

N=282

Table 21
Reliability Coefficients - Spanish Observation Survey
Spring 1992
Tucson Site

Observation Task	r
Letter ID	.97
Word Test	.98
Concepts About Print	.81
Writing Vocabulary	.93
Dictation	.93
Text Reading	.95

N=163

Table 22
Reliability Coefficients - Spanish Observation Survey
Spring 1992
Chicago Site

Observation Task	r
Letter ID	.94
Word Test	.98
Concepts About Print	.83
Writing Vocabulary	.87
Dictation	.96
Text Reading	.96

N=60

Table 23
Reliability Coefficients - Spanish Observation Survey
Spring 1992
Texas Sites

Observation Task	r
Letter ID	.97
Word Test	.96
Concepts About Print	.83
Writing Vocabulary	.87
Dictation	.96
Text Reading	.95

N=59

Research questions two through five examined the impact of the Descubriendo La Lectura program on twenty-three children who participated in it during the 1991-92 school year. Impact was examined by comparing student achievement between students receiving the DLL program (n=23), a control group of students who could have benefited from DLL, but did not receive it, (n=23) and a comparison group (n=134). Data for these research questions came from the Tucson sample only.

As stated before, DLL subjects were chosen from four elementary schools where the DLL program was being implemented. They were selected because they were among the bottom 20% of students in Spanish reading achievement in their classes. Control group students were selected from two elementary schools that were not implementing DLL programs. These students were also in the lower 20% of students in Spanish reading. comparison group students consisted of all other students in the six elementary schools in the study who were not DLL or control group students.

For research question two, all subjects were given the Spanish Observation Survey during Oct. 1991 and May 1992. Mean pre and post observation scores were compared for the three groups and are presented for each group on table twenty-four.

It is significant to note that all three groups made gains from the pre-test to the post-test on all observation tasks. In order to test the significance of the difference in gains between the three groups, a t test for between group significance was applied.

Results of t tests for between group differences are included on table twenty-five below. It is significant to note that in the fall

of 1991, there were significant differences between the DLL group and the comparison group on all six observation tasks (all .001 or above). Further, these differences were statistically significant on all tasks with the comparison group showing significantly higher scores on all six observation tasks. However, by May, the DLL group had not only caught up to the comparison group, but had surpassed them. May 1992 results show the DLL students outperforming comparison students on all six observation tasks. Further, these differences were statistically significant (.05 or above) on all observation tasks except that of text reading.

Differences between the DLL group and the control group were not significant on the Spanish Observation Survey during the fall except for the tasks of word test (.05), concepts about print (.05), and dictation (.001). These differences favored the control group as they started out ahead of the DLL group. Spring results, however, indicated that there were statistically significant differences between the DLL and control group on all six observation tasks. The DLL group significantly outperformed the control group (.05 or above on all measures).

Between group comparisons for the control and comparison group showed that, in the fall of 1991, there were statistically significant differences between the two groups on each of the observation tasks (.01 or above). During the fall, the performance of the comparison group was statistically superior to the control group. However, during the spring of 1992, results indicated that, while the mean scores for the comparison groups were still above those of the control group for all six observation tasks, these

differences were not statistically significant. Both groups made gains, however, the control group did not "catch-up" to the comparison group.

Table 24

Means and Standard Deviations for Descubriendo La Lectura (DLL) Children, Control Group Children and Comparison Group Children Spanish Observation Survey October and May 1991-1992

Observation Task	Month	*DLL Children Mean S.D.	Control Group Children Mean S.D.	Comparison Group Children Mean S.D.
Letter Identification (Max=61)	Sept.	18.9/12.9	24/11.78	33.4/17
	May	54.7/8.8	47.6/13.3	49.1/13.5
Word Test (Max=20)	Sept.	0/0	.3/.69	3.6/5.6
	May	15.9/6.1	10.3/7.56	11.7/8
Concepts About Print (Max=24)	Sept.	6/2.9	8.3/2.98	10.7/3.7
	May	16/3.4	12.7/3.5	14.3/4.1
Writing Vocabulary (10 Minutes)	Sept.	3/1.8	4.6/3.49	9.7/10.8
	May	48.5/14.5	25.7/18.8	32.7/20.8
Dictation (Max=39)	Sept.	2.6/4	9.3/13.9	16.2/11.5
	May	33.8/6.5	25.6/14.2	29.1/10.4
Text Level Reading (Max=28	Sept.	1.6/.95	1.62/.99	3.6/3.8
	May	13.9/8.6	6.2/5.2	11.4/9.6
		N=23	N=23	N=134

*Includes both successfully discontinued and not-discontinued program children who received at least 60 DLL lessons.

Table 25
t Values and Levels of Significance for DLL, Control and Comparison Group Children on Spanish Observation Survey Fall 1991/Spring 1992

Observation Task		DLL/Control	Significance	DLL/Comparison	Significance	Control/Comparison	Significance
Letter Identification	Fall	1.40	none	4.73	.001	3.29	.01
	Spring	2.13	.05	2.69	.05	.5	none
Word Test	Fall	2.14	.05	7.5	.001	6.6	.001
	Spring	2.77	.05	2.89	.01	.81	none
Concepts About Print	Fall	2.64	.05	6.81	.001	3.43	.01
	Spring	3.27	.01	2.09	.05	1.98	none
Writing Vocabulary	Fall	.68	none	6.63	.001	4.32	.001
	Spring	4.60	.001	4.49	.001	1.62	none
Dictation	Fall	5.78	.001	10.54	.001	5.31	.001
	Spring	2.52	.05	2.90	.01	1.13	none
Text Reading	Fall	.069	none	5.13	.001	5.13	.001
	Spring	3.67	.01	1.26	none	.397	none

Research question three examined the differences between the DLL, control and comparison groups on a standardized test of reading achievement. For this comparison the Aprenda Spanish Achievement Test was used and all three groups took this test in Oct. 1991 and May 1992. Between group comparisons were made using the Total Reading (Lectura Total) scores.

For this comparison, student raw scores were converted to standard scores and percentiles. Standard scores and percentiles for the DLL, control and comparisons are presented on table twenty-six. It is important to note that standard scores for all three groups were higher in May than Oct. However, when the standard scores were connected to percentiles, only the DLL group and the control group made gains. The DLL group grew from the 28th percentile to the 41st percentile, while the control group grew from the 26th to the 28th percentile. The comparison group dropped from the 35th to the 31st percentile. If one considers the 50th percentile to be an indicator of a national average, it is very significant to note that the DLL group is the only group approaching this national average.

Table 26
Aprenda Spanish Achievement Test
Gain Scores for DLL, Control and Comparison Groups
Fall 1991/Spring 1992

Group	Fall 1991 Mean Scaled Score/Percentile	Spring 1992 Mean Scaled Score/Percentile	Gain (In Percentiles Points)
DLL Group	455/28th	521/41st	+13
Control Group	453/26th	503/28th	+2
Comparison Group	460/35th	508/31st	-4

Research question four examined how DLL, control and comparison group children compared to the average progress of all first grade students. This comparison was made using the six observation tasks of the Spanish Observation Survey and the Aprenda Spanish Reading Achievement Test-Total Reading Score.

For each of the measures, the average band was calculated from the mean and standard deviation. The average band was considered to be +/- .5 standard deviations from the mean. For the six observation tasks on the Spanish Observation Survey, student raw scores were used to calculate average. For the Aprenda Spanish Reading Achievement Test Scaled Scores were used. This procedure for determining whether or not student progress was average was the same as that used by Ohio State when studying the impact of Reading Recovery on English speaking students (Pinnell, DeFord & Lyons, 1988).

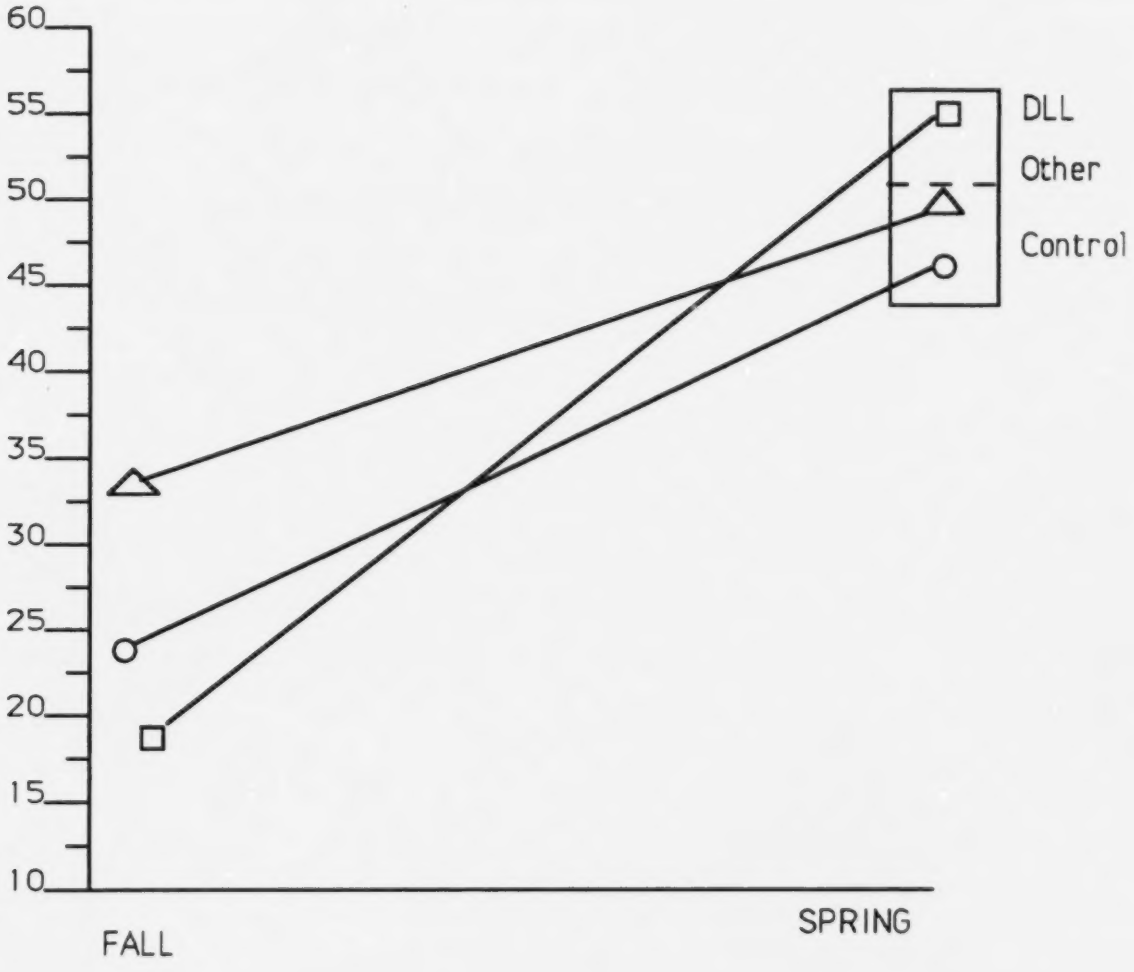
Tables twenty-seven through thirty-two below illustrate the gains made by each study group for each of the measurement criteria. Gains for each group are compared to the band of what is considered "average" progress.

It is interesting to note that, by the spring testing dates, DLL students had reached the average band on all measurement criteria. On one task (writing vocabulary), the spring mean for DLL students is above the average band. This is interpreted as an indication that DLL students have accelerated to a level of "average" according to these criteria, and thus are demonstrating that the theory of student acceleration can work in Spanish as well as in English. As demonstrated in research questions 2 and 3, discussed above, DLL

students had surpassed both control and comparison students in May on all criteria.

Control and comparison students, on the other hand, also made progress from fall to spring. Control group students reached the average band of progress on five out of six of the observation tasks and comparison students were in the average band on all observation tasks. However, progress of these groups lagged behind the DLL group at statistically significant levels.

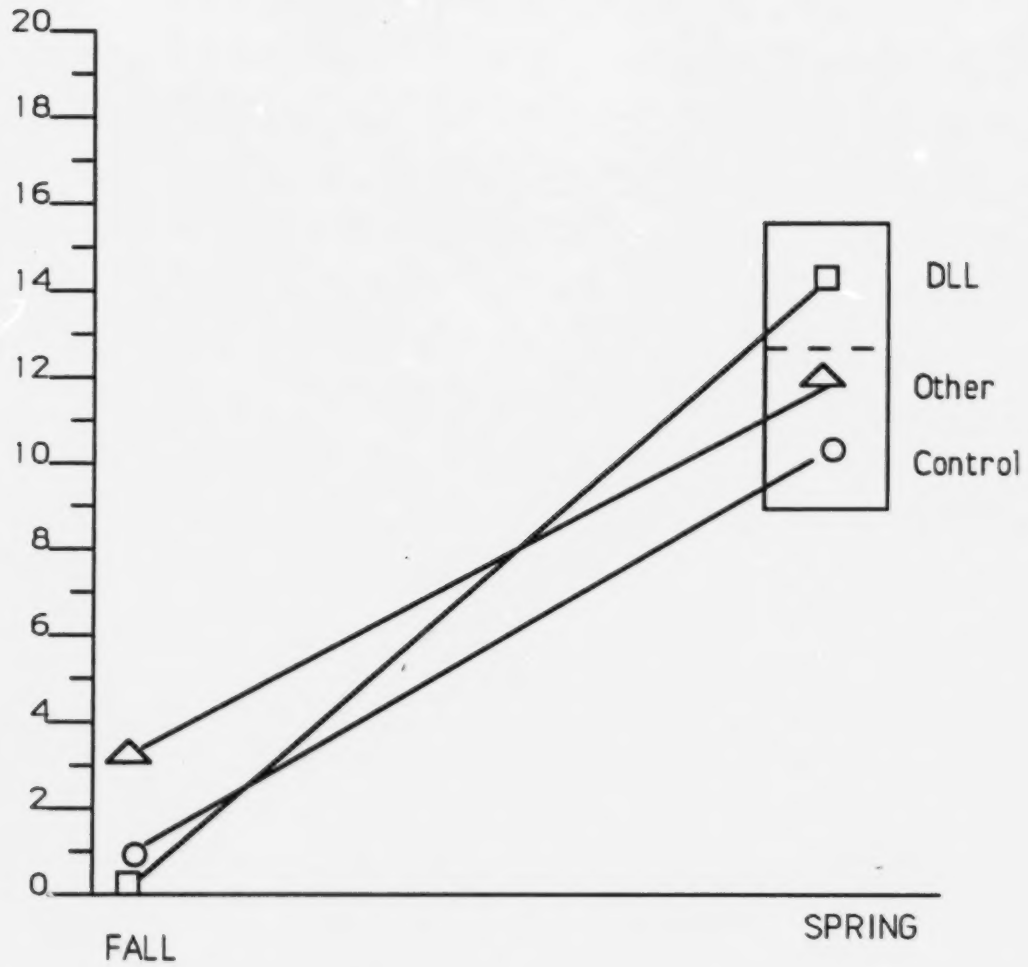
Table 27
Scores of Total DLL Group, Control and
Comparison Groups Compared with Average Band
of First Grade Spanish Speaking Children
Oct. 1991 and May 1992
Letter Identification
(61 TOTAL)



	DLL $\bar{x}$	CONTROL $\bar{x}$	OTHER $\bar{x}$
FALL	18.9	24	33.4
SPRING	54.7	47.6	49.1

Average Band = +/-.5 standard deviations from mean
mean =49.8-(average band = 43.2-56.4)

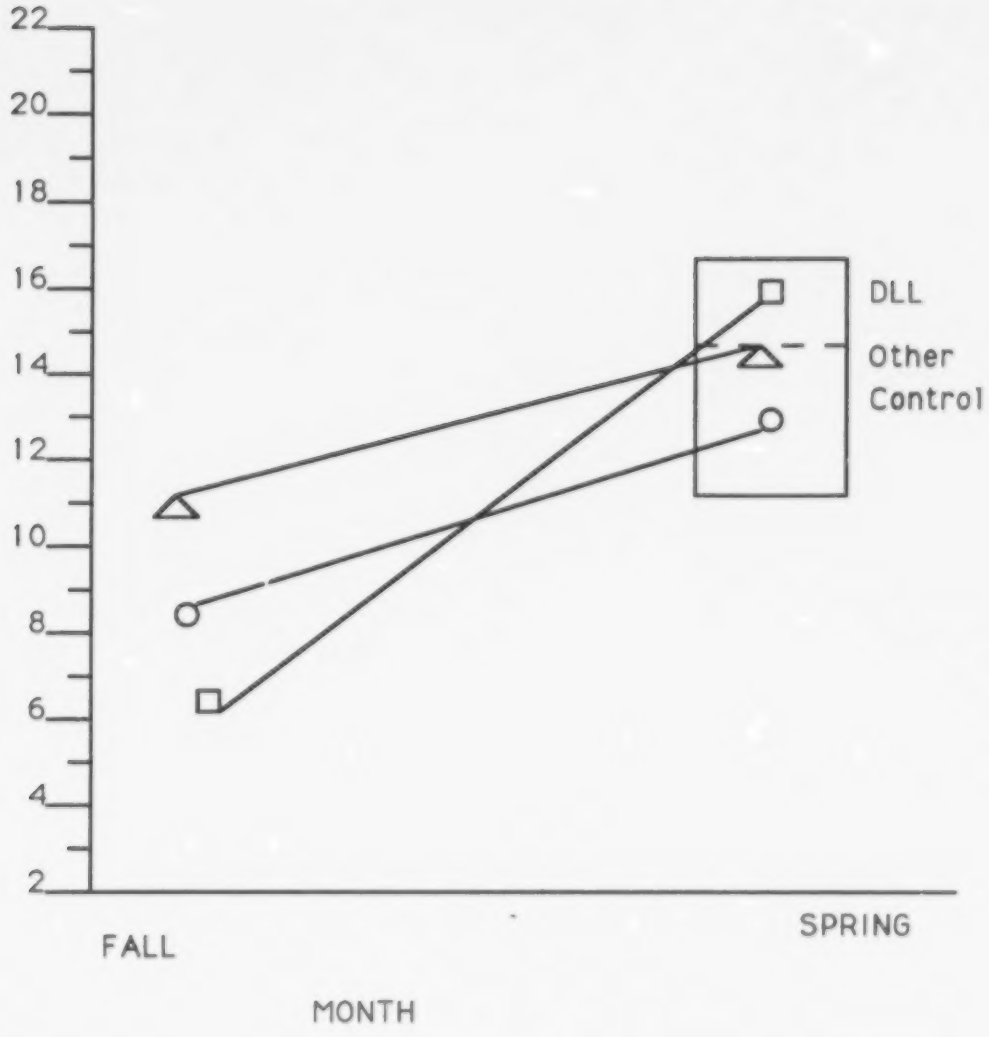
Table 28
Word Test (20 Total)
Scores of DLL, Control and Comparison
Groups Compared to the Average Band
of First Grade Spanish Speakers
Oct. 1991/May 1992



	DLL $\bar{x}$	CONTROL $\bar{x}$	OTHER $\bar{x}$
FALL	0	.3	3.6
SPRING	15.9	10.3	11.7

Average Band = +/- .5 standard deviations from mean
mean = 12.2 (average band 8.2 - 16.2)

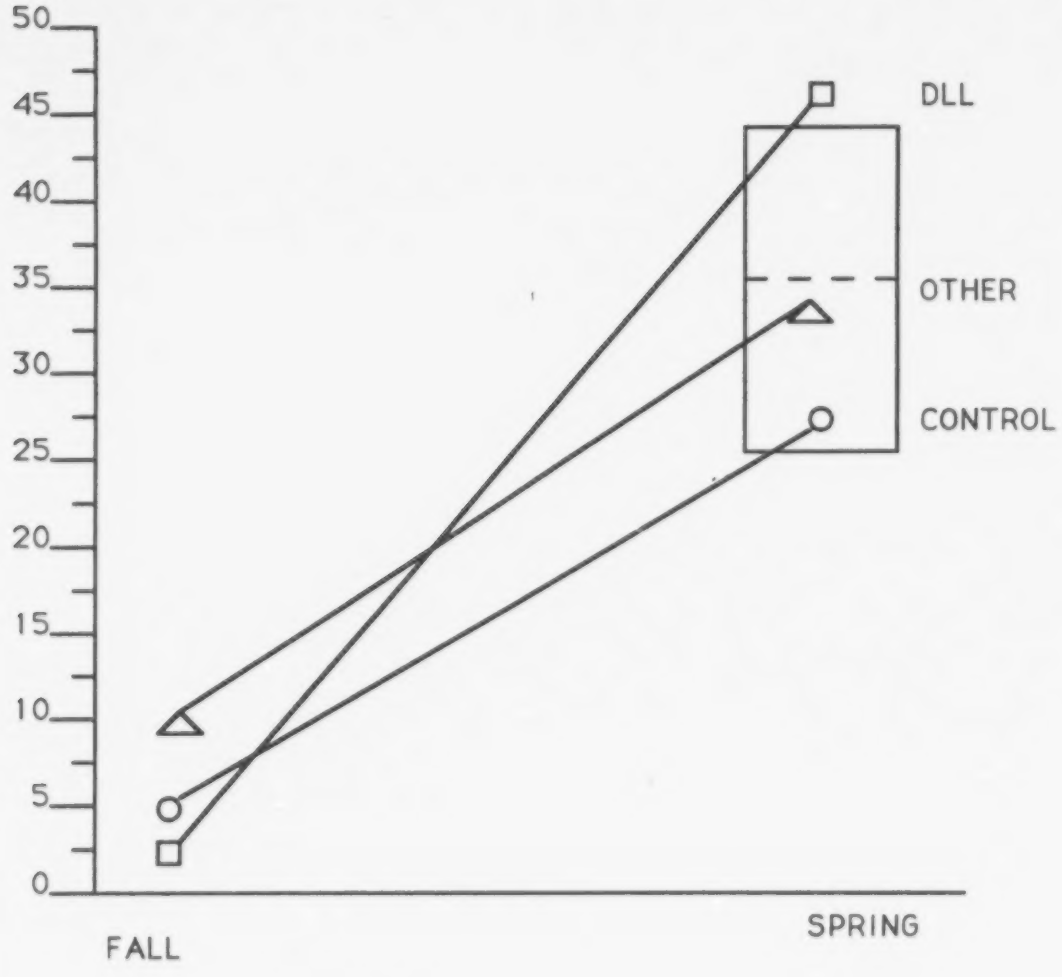
Table 29
Concepts About Print (24 Total)
Scores of DLL, Control and Comparison Groups
Compared to the Average Band of First Grade
Spanish Speakers
Oct. 1991/May 1992



	DLL mean	CONTROL mean	OTHER mean
FALL	6	8.3	10.7
SPRING	16	12.7	14.3

Average Band = +/- .5 Standard Deviations from Mean
mean =14.5 average band = 10.4-16.6

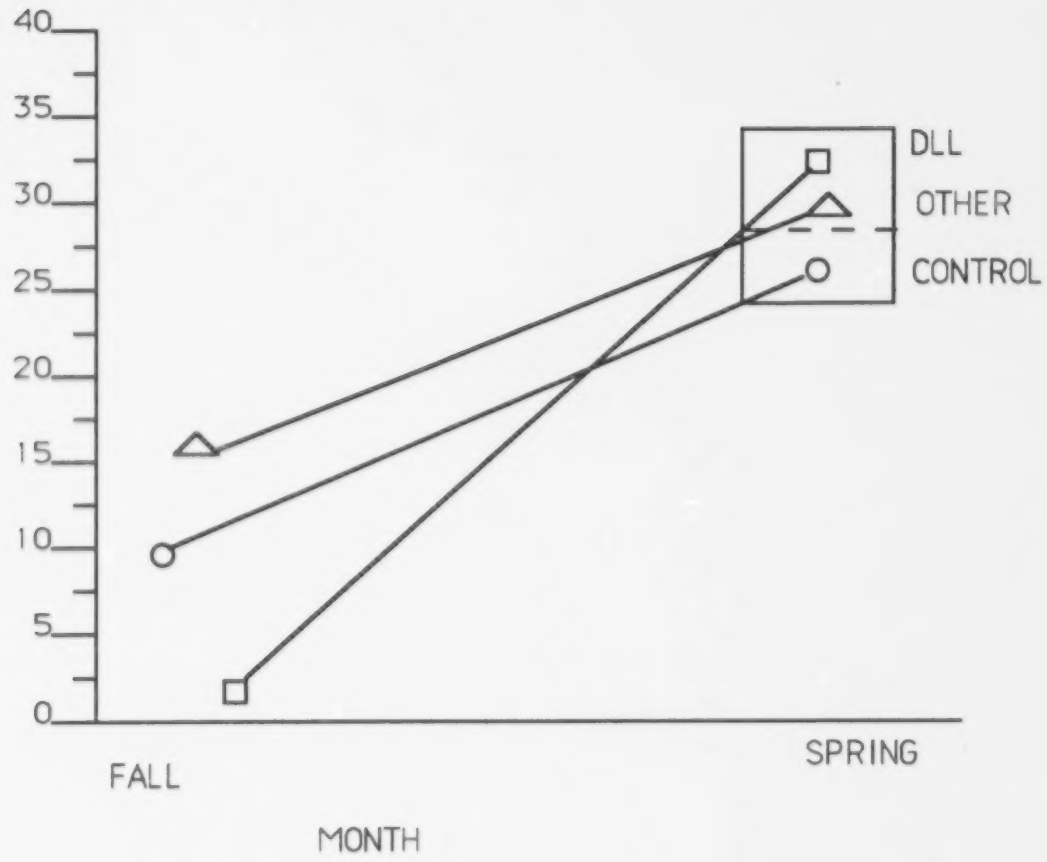
Table 30
Writing Vocabulary (10 Minute Limit)
Scores of DLL, Control and Comparison Groups
Compared to the Average Band of First Grade
Spanish Speakers
Oct. 1991/May 1992



	DLL mean	CONTROL mean	OTHER mean
FALL	3	4.6	9.7
SPRING	48.5	25.7	32.7

Average Band = +/-.5 standard deviations from mean
mean =34.7 (average band = 24.3-45.1)

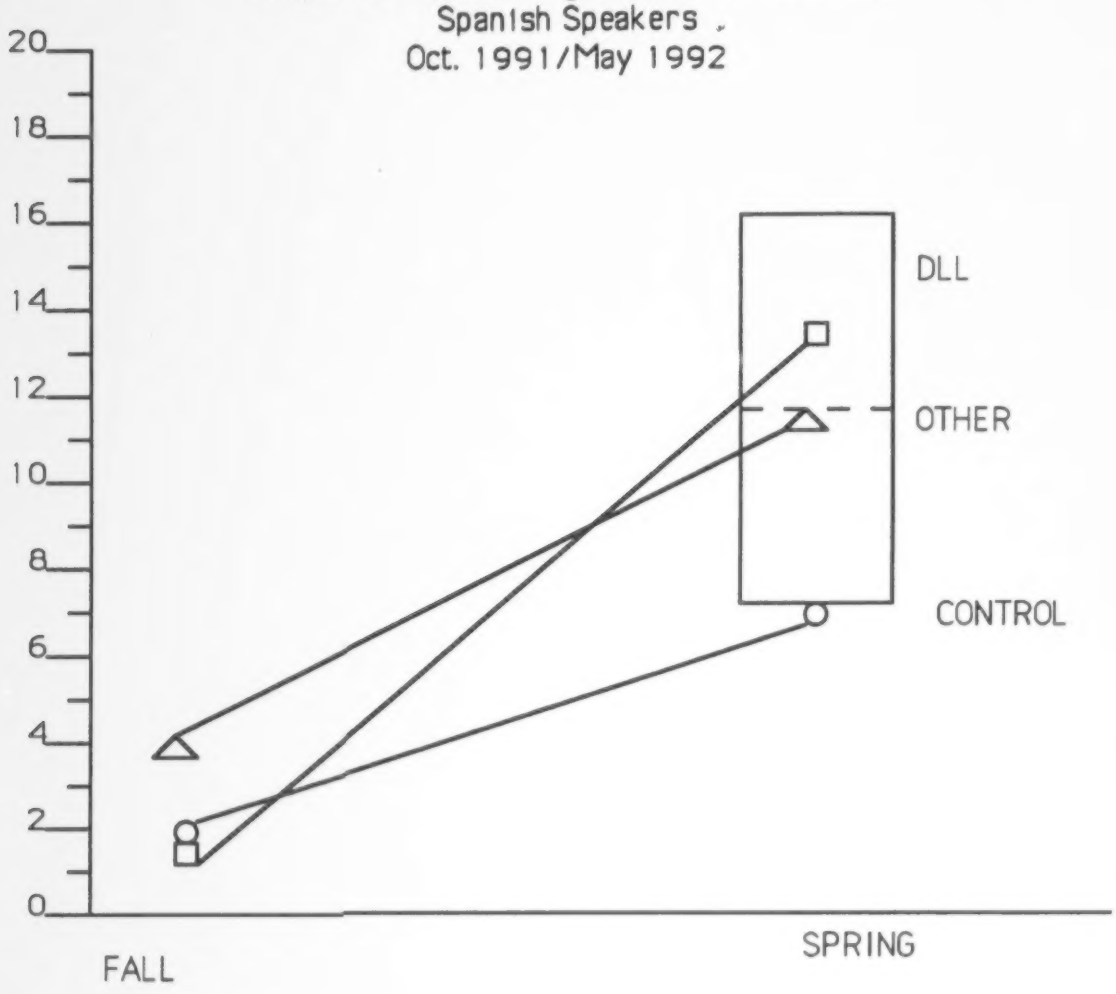
Table 31
Dictation (39 Total)
Scores of DLL, Control
and Comparison Groups
Compared to the Average Band of First Grade
Spanish Speakers
Oct. 1991/May 1992



	DLL mean	CONTROL mean	OTHER mean
FALL	2.6	9.3	16.2
SPRING	33.8	25.6	29.1

Average Band = +/-.5 standard deviations from mean
mean =29.1 (average band = 24.6-34.8)

Table 32
Text Reading (28 Maximum)
Levels of DLL, Control and comparison Groups
Compared Total Average Band of First Grade
Spanish Speakers
Oct. 1991/May 1992



	DLL mean	CONTROL mean	OTHER mean
FALL	1.6	1.6	3.6
SPRING	13.9	6.2	11.4

Average Band = +/-.5 standard deviations from mean
X=11.7 (average band =6.9-16.5)

Research question five examined the proportion of DLL students who successfully achieved end-of-year scores on measures of Spanish reading that were equivalent to the "average" band. In other words, aside from the mean for all students in the DLL group, how many actually accelerated into the "average" group on all measures. For this question the Spanish Observation Survey was once again utilized. For the twenty-three children who participated in the DLL program, each of their scores on the May 1992 observation tasks was compared to the "average band scores" used for research question four. The number of students achieving "average scores" for each observation task was then noted. After all scores were calculated, the percentage of DLL students achieving in the average range was calculated. Scores and percentages are presented in table thirty- three below. Twenty-one of the twenty- three DLL students (91%) achieved end-of-year scores on all six observation tasks that either equaled of exceeded the "average". This result is interpreted as another indicator that the DLL program is achieving student acceleration and is positively impacting program students.

Table 33
Numbers and Percentages of Descubriendo La Lectura Children
in End-of-Year Average Band
May 1992

Measure	Average Band	Number/% Met or Exceeded	Number/% Below Average	Total*
Letter Identification (61 total)	43.2-56.4	21/91%	2/9%	23
Word Test (20 total)	8.2-16.2	21/91%	2/9%	23
Concepts About Print (24 total)	10.4-16.6	22/96%	1/4%	23
Writing Vocabulary (10 minutes)	24.3-45.1	21/91%	2/9%	23
Dictation (39 total)	24.6-34.8	22/96%	1/4%	23
Text Reading (28 total)	6.9-16.5	17/74%	6/26%	23

*This group includes both successfully discontinued and not discontinued program children who received at least 60 lessons.

SUMMARY AND FUTURE RESEARCH RESEARCH NEEDS

Results of this research project establish that the Spanish Observation Survey is both valid and reliable. Further, it is equivalent to the English Observation Survey as methods to establish the validity and reliability of the Spanish Survey were similar to those used to establish validity and reliability in English.

With regard to impact on students, DLL Program students made significant gains in their literacy acquisition during the course of this project. Further, these gains were significant when compared to a control group of children who were also struggling in Spanish literacy, but did not have the DLL program. Fall/spring differences between the DLL and control group students were significant on all measurement criteria. Even more significant, was the fact that DLL student growth surpassed that of a comparison group of first grade students learning to read in Spanish. The comparison group consisted of students who were not in the lower 20% of their class (all were above that level). Fall/spring differences between the DLL and comparison group were also significant on all measurement criteria. These findings are seen as evidence to support the theory that Reading Recovery Programs do help students who are struggling to learn to read in a relatively short period of time (12-16 weeks). Further, the program accelerates the students to the point of being on par with "average readers" in a class. In fact, on all measurement criteria used in the study, DLL students not only caught up with their "average" peers, but surpassed them at statistically significant levels. While this finding is greatly encouraging for DLL students, it raises some concerns with regard to the quality of Spanish reading

instruction for children in the regular bilingual classrooms. The overall instructional program in Spanish literacy is one that merits further study and consideration.

While all of the above is positive relating to the potential of the DLL Program in Spanish, it must be emphasized here that this project involved only twenty-three students. Additional data need to be collected at other sites and with other cohorts of students in order to provide additional evidence as to the initial effectiveness of the program in Spanish. These data, however, provide evidence that the program has been highly effective with the children who were involved.

Of equal importance is the extent to which children involved in this program will be able to sustain the initial benefits of the program as they move on to other grade levels and as they make the transition from reading in Spanish to reading in English. These twenty-three children will become the first data bank for a longitudinal study that will examine the sustaining effects of DLL across grade levels and the transfer of DLL strategies from Spanish to English. It can be concluded, however, that initial results of these study with this group of children demonstrate that the program has a great deal of promise in assisting children who are struggling to become literate.

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APPENDIX A

FORMAT FOR READING RECOVERY LESSON

ENGLISH READING RECOVERY

Parts of a Lesson

Dr. Clay constructed a 1 on 1 lesson format to allow for a child with reading difficulties to achieve success in the reading process by close interaction, reinforcing activities and quality teacher-making decisions all based on the child's strengths.

This one on one lesson is done in 30 minutes on a daily basis and typically made up of these following components:

FAMILIAR READING

The first part of the lesson is called familiar reading. The teacher provides the child with a few stories or little books that the child can read fairly fluently.

This is a time for the child to practice fluency in his/her reading. It also gives the child an opportunity to use m-s-v cues as well as strategies that the child has begun to acquire.

The teacher gives praise for the use of specific strategies or behaviors the child demonstrates which promote good reading, provides support where the child may need it and can clear up confusions that the child may have.

During this time the child becomes to believe he/she is a reader and this in turn reinforces a good self-concept.

RUNNING RECORD

The second part of the lesson is called the running record. This is where a child attempts to read a book that had been introduced the day before. The teacher, at this time, is strictly an observer and recorder of what the child is doing during the reading of the book.

The teacher is observing the child usage of m-s-v cues as well as strategies the child has acquired. This is a time to observe the progress the child has made as well as the areas in which the child needs to improve.

After the child attempts the story, the teacher may go back to the text to make 1 or 2 teaching points or reinforce good reading behavior.

This part of the lesson is important for the teacher in that it provides the opportunity to make the most powerful decisions in terms of moving the child through the program.

LETTER IDENTIFICATION / WORD ANALYSIS (optional)

The third part of the lesson is called Letter identification or word analysis. Although much of the letter work is done in the context of reading and writing, this part of the lesson may be done with children who have very few known letters (<10).

One or two letters are taught and worked on for 2-3 minutes in various ways such as magnetic letters, dry erase boards and other materials. When the child has acquired enough letters, this is no longer necessary. A teacher may also do Word analysis at this time. Using magnetic letters, a child can begin to see similarities and differences between words or word chunks. This part of the lesson is optional and may or may not be done in every lesson.

WRITING

The fourth component of the lesson is the writing. In this component the child dictates and writes a sentence or short story that he/she has generated from the books the child has read or from personal topics of interest.

The concept that what can be said can be written and what can be written can be read is reinforced in this part as well as giving the child an opportunity to learn to read from his/her own natural language.

The writing also provides an opportunity for the child to practice or bring important words to fluency. The child also begins to hear sounds in words as the writing slows down the reading process. Conventions of print, directionality and sequencing are also reinforced in the writing.

Once the sentence or story is written, it is then rewritten on a sentence strip and cut-up into phrases, words or word chunks which are then arranged back into order by the child. This activity orchestrates many reading behaviors and provides yet another opportunity for the child to attend visually to the print.

NEW BOOK

The last component of the lesson is call the new book. Based on previous observations of running records, a teacher decides what text will be introduced that day.

In the intoduction, the teacher provides the child with the main idea of the story, as well as words or phrases that may occur frequently or that may be difficult to get to because the child does not have the language in his/her background or has not yet acquired the strategies needed to get to it.

The child then attempts to read the story. The teacher at this time, provides support by directing the child to use m-s-v cues or strategies to successfully read the text.

Once the story has been read, the teacher and child read it together a second time in order to pull together the story in a meaningful way and to provide expression and fluency.

CONCLUSION

After the lesson or before the lesson the teacher may take a minute to practice writing high frequency words that the child has attempted during the writing component in order to solidify the acquistion of these words.

During a Reading Recovery lesson, the teacher's goal is to promote independent reading and provide a self-improving system in order for the child to continue to progress in the reading process long after the child is discontinued from the program.

APPENDIX B

LIST OF SPANISH LITERATURE BOOKS FOR DESCUBRIENDO LA LECTURA PROGRAM

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
1	1 2 3	Art Seiden	Editorial Atlantida	10
6	A dormir afuera	Joy Cowley	Basics Plus	42 (AIS)
4	A Gozar con Mo y Toni	M. McDonald	Dept. of Education	36 (AIS)
6	A la cama	Helen Oxenbury	Juventud	41 (AIS)
7	A mi me gusta comer tacos	Sylvia Contreras	Chapter I	69
7	A Pedro Perez Le Gustan Los Camiones	Catherine Petrie	Childrens Press	58
3	A pintar	Joy Cowley	Basics Plus	24 (AIS)
4	A quién le gusta?	Stephen Cartwright	Colección Adv. Quién	36
8	A saborear tortillas!	G. Yanes	Chapter I	85
5	A veces parecia	Linda Augenstein	Chapter I	121
		Amelia Basurto		
3	A Volar!	Joy Cowley	Basics Plus	20 (AIS)
11	Abuelito, Abuelito	Joy Cowley	Basics Plus	101
12	Aca, la desordenada	P. y F. McKissack	Childrens Press	128
7	Adiós, Lucia	Joy Cowley	Wright Group	42 (AIS)
4	Acónde van?	Joy Cowley	Basics Plus	40 (AIS)
5	Ahora no	June Melser	Basics Plus	72
5	Al niño le gusta	Mirar & Jugar	Ediciones Toray	66
1	Al pueblo	Joy Cowley	Wright Group	20 (AIS)
4	Alto!	Joy Cowley	Basics Plus	47 (AIS)
1	Amigos	H. Oxenbury	Juventad	49 (AIS)
17	Amigos	Alma Flor Ada	Santillana	#139
15	Ana y Pablo	David Lloyd	Ediciones ALTEA	164
4	Animales	Helen Oxenbury	Juventud	38 (AIS)
1	Animales de la granja	T. Hobin	Rigby Education	20 (AIS)
1	Animales en el zoológico	Dorothy McMillan	P.M.	29
8	Anita y su mamá	Carmen Salazar	Houghton Mifflin	65
2	Aquí estoy	Ian Hulse	Rigby Education	37 (AIS)
2	Aquí estoy	Jillian Cutting	Sunshine Books	21 (AIS)
5	Araña, Araña	Joy Cowley	Wright Group	87 (AIS)
9	Arriba en un árbol	Joy Cowley	Wright Group	56 (AIS)
8	Ay, qué día!	Joy Cowley	Basics Plus	37 (AIS)
3	Ayudamos	T. Shanahan	Rigby Education	24 (AIS)
12	Azulín va a la Escuela	Virginia Poulet	Children's Press	52
1	Bajan al Pueblo	Joy Cowley	Sunshine Books	20
8	Barcos,barcos,barcos	Joanna Ruane	Childrens Press	42
18	Bety y su ratón	K. Caso/E. Climent	Trillas	193
4	Botas para Toni	M. McDonald	Dept. of Education	39 (AIS)
3	Buenas noches	Joy Cowley	Basics Plus	36
7	Buenas Noches	Helen Oxenbury	Juventud	18
15	Buenas noches, Búho!	Pat Hutchins	Houghton Mifflin Co.	231
9	Buenas noches, Gatito	Nancy Christensen	Childrens Press	48
9	Buenas Noches, Señor Escarabajo	Leland Jacobs	DLM	68
5	Burbujas	Helen Depree	Sunshine Books	34 (AIS)
13	Caldo, caldito	Cecilia Avalos	Modern Curric. Pres	120
13	Cara y Cruz	Deborah Manley	Editorial Molino	91
4	Casas	Joy Cowley	Basics Plus	48 (AIS)
8	Cazando Mariposas	R. Van Allen	DLM	77
1	Cena!	Joy Cowley	Wright Group	19 (AIS)
13	Cenicienta	P. & F. McKissak	Childrens Press	163
12	Chancos	Gues/Salinas	Educ. Activities, Inc.	31

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
6	Cinco pajaritos	Jillian Cutting	Sunshine Books	34 (AIS)
13	Clic, crac, pum	La Espiral Mágica	Magisterio	
16	Clifford va de viaje	Norman Bridwell	Scholastic Inc.	137
16	Comiendo cacahuates	Dr. Roach Van Allen	DLM	127
15	Como crecí!	Avalos/Haussler	TUSD	187
14	Como los Guisantes Cuanto Antes!	Pegreen Snow	Childrens Press	84
5	Comprando	Helen Oxenbury	Juventud	15 (AIS)
12	Conejito	Kirsten Hall	Childrens Press	33
6	Con un amigo	Elva Robinson	DLM	61
13	Contento Juan	S. Peters	Troll Associates	182
15	Copitos de nieve	Giles/Salinas	Ed. Activities	43
4	Corre	Jillian Cutting	Sunshine Books	38 (AIS)
11	Cómo se llama el que? Juega y Aprende	Eric Hill	Ventura Publ.	103
11	Cu cú, cantaba la rana	Bolsillo/Escuchar		77
		y Hablar		
5	Cuantas Formas?	Arthur R. Square	Modern Curric. Pres	32
7	Cuatro regalos		Schott Educ.Materia	78
2	Cuaz!	Joy Cowley	Wnght Group	38 (AIS)
18	Cuento de un cocodrilo	J. & A. Aruego	Scholastic	567
11	Cuento del manzano		Schott Educ. Materia	58
8	de qué color es?	Deborah Manley	Editorial Molino	138
14	De quién eres, ratoncito?	Robert Kraus	Scholastic Book	114
6	Despierta Mamá!	Joy Cowley	Wright Group	89 (AIS)
8	Dogo corre y brinca	Carmen Salazar	Houghton Mifflin	55
13	Donde esta mama?	Elena Periguero	Mondiberica	92
18	Dondu Viven Los Montruos	Maurice Sendak	Ediciones Alfaguara	350
10	Dormirse		Atlantida	37
7	Dos perritos	June Melser	Basics Plus	76 (AIS)
1	Dónde está el pequeño?	R. & A. Vandermeer	Editorial Mouno	24
8	Dónde está Jake?	Mary Packard	Childrens Press	26
3	Dónde está José?	Jillian Cutting	Sunshine Books	35 (AIS)
4	Dónde está la mariquita?	Tina-Ton Coleccion	Juventud	82 (AIS)
8	Dónde está Spot?	Eric Hill	Ventura Publ.	55
11	Dragolía	Patricia Almada	Basics Plus	159
6	El avión	Jillian Cutting	Sunshine Books	31 (AIS)
17	El árbol que no tenía hojas	Fernando Alonso	Santillana	287
3	El bebé	Dorothy McMillan	P.M.	24
13	El caballito	Giles/Salinas	Ed. Activities, Inc.	58
5	El carrusel	Jillian Cutting	Sunshine Books	63 (AIS)
8	El Carrusel	Enriqueta Daddazio	Moddern Curr. Press	71
8	El chile loco	A. Stewart	Fin	36
11	El chivo en la huerta	Lada Josefa	Hampton-Brown	276
11	El Circo	Carmen Salazar	Houghton Mifflin	72
15	El circo	Enriqueta Daddazio	Modern Curr. Press	69
14	El conejo y la tortuga	Alma Flor Ada	Addison-Wesley	109
14	El dedo gordo	Joy Cowley	Basics Plus	127 (AIS)
1	El Desayuno de Huggles	Joy Cowley	Sunshine Books	14
3	El dragón contento	Joy Cowley	Basics Plus	32 (AIS)
1	El espanto	Joy Cowley	Basics Plus	21 (AIS)
13	El gato de las mil narices	Margarita R. Moguel	Sitesa	129
15	El gato patapuf	La Espiral Mágica	Magisterio	119

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
12	El gusto	M. Rius/Puig	Barrons	71
19	El hombre de pan	Lucy Kincaid	Brimax Books	699
10	El invierno	Bendrell/Ma Parramc	Barrons	56
1	El jardin de osito	Michelle Cartlidge	Ediciones Altea	14
14	El León y El Ratón	Mary Lewis Wang	Childrens Press	209
15	El león y el ratón			207
8	El Libro de Colores de Azulin	Virginia Poulet	Childrens Press	82
12	El libro de los números	Richard Hefter	Juventud	43
8	El Mago	Alfonso A. Alonso	Crane Publishing Co.	98
10	El morado es parte del arco iris	Carolyn Kowalczyk	Childrens Press	103
5	El niño descubre	Mirar & Jugar	Ediciones Toray	50
4	El niño Mira	Mirar & Jugar	Ediciones Toray	50
13	El oso	Giles/Salinas	Ed. Activities, Inc.	36
14	El oso más elegante	Mary Blocksma	Childrens Press	216
14	El oso y su goma de mascar	Barbara Gregorich	Sitesa	64
8	El pan	Joy Cowley	Wright Group	65 (AIS)
9	El papalote	Mary Packard	Childrens Press	40
10	El paseo de Pavo Chavo	Irma Rentería	Chapter I	38
2	El pastel de chocolate	June Melser	Basics Plus	(AIS)
1	El Pastel de Cumpleaños	Joy Cowley	Sunshine Books	22
15	El Patito feo	P. y F. McKissack	Childrens Press	240
13	El perro	John Burningham	Patria	61
9	El perro y el gato	Paul Fehler	Childrens Press	43
12	El perro y el hueso		Houghton Mifflin	117
18	El Pollito pícaro y consentido	María H. Lacau	Editorial Plus Ultra	370
12	El primer paseo de Spot	Eric Hill	G. P. Putnam's Sons	47
14	El Principe Rana	Mary Lewis Wang	Childrens Press	109+(Pg.12)
7	El puente de changos	Joy Cowley	Wright Group	67 (AIS)
9	El Puerco Raro		Schott Educ. Materia	57
15	El ratoncito del campo y	McKissack	Childrens Press	280
	el ratoncito de la ciudad			
14	El reloj de mi abuelito	Enriqueta Daddazio	Modern Curr. Press	148
17	El rey de chocolate	Renee B. Guevara	Chapter I	306
16	El rojo es el mejor	Texto K. Stinson	Banco del Libro	269
13	El sapito clo clo clo	José S. Tallon	Kapelusz	75
19	El sastrecillo valiente	Zoraida Vásquez	Trillas	145
17	El sol	Giles/Salinas	Educ. Activities, Inc	78
15	El Taxi Confundido	Margaret Holland	Willowisp Press	109(p7)
4	El tiburón en una bolsa	Joy Cowley	Wright Group	60 (AIS)
13	El Traje Nuevo Del Emperador	P. y F. McKissack	Childrens Press	169
5	El viaje	Diane Valdez	Chapter I	140
14	El Viento	Giles/Salinas	Ed. Activities, Inc.	85
6	El zumbido de moscas	Joy Cowley	Wright Group	49 (AIS)
16	En casa de los abuelos	Helen Oxenbury	Editorial Juventud	110 + pg. 13
16	En el auto	Helen Oxenbury	Editorial Juventud	138
12	En el bosque	La Espiral Mágica	Magisterio	81
2	En el espejo	Joy Cowley	Basics Plus	23 (AIS)
2	En el parque	Ian Hulse	Rigby Education	(AIS)
3	En el zoológico	Terry Hobin	Rigby Education	21 (AIS)
2	En la casita de árbol	Joy Cowley	Basics Plus	34 (AIS)
3	En la escuela	T. Shanahan	Rigby Education	26 (AIS)

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
3	En la escuela	Jillian Cutting	Sunshine Books	28 (AIS)
3	En mi casa	Helen Oxenbury	Juventud	30 (AIS)
4	En nuestra calle	Joy Cowley	Wright Group	34 (AIS)
12	En un bosque obscuro	J. Cowley/J. Melser	The Story Box	65 (AIS)
8	En un bosque oscuro	Joy Cowley	Basics Plus	63
13	Escúchame	Barbara J. Neasi	Childrens Press	109
16	Espejito, mira!	Cecilia Avalos	Modern Curric. Pres	159
12	Federiquito el Sapo	R. Greydanus	Troll Associates	166
13	Feliz Cumpleaños	S. Peters	Troll Associates	143
13	Flores	Giles/Salinas	Ed. Activities, Inc.	47
15	Foresta puede silbar	Claryce Allen	DLM	98
10	Fue Carmelita	Becky McDaniel	Childrens Press	100
5	Gatito copión	Joy Cowley	Basics Plus	50 (AIS)
2	General Brinca	Joy Cowley	WRight Group	22 (AIS)
12	Gordito, Gordón Gato Galano	Donald Charles	Childrens Press	78
16	Gorilita			
12	Gotitas de lluvia	Giles/Salinas	Ed. Activities, Inc.	49
9	Grande y pequeño	Richard Scarry	Montena/Mondibéric	82
3	Grandes y chiquitos	Joy Cowley	Wright Group	24 (AIS)
4	Hola!	Joy Cowley	Basics Plus	60 (AIS)
17	Hola! ¡Adiós!	David Lloyd	Ediciones Altea	175
9	Hugo	Joy Cowley	Basics Plus	46
10	Igual Que Yo	Barbara J. Neasi	Childrens Press	130
12	Jugar		Atlantida	33
3	La abeja	Joy Cowley	Basics Plus	25 (AIS)
17	La abeja	Giles/Salinas	Educ. Activities, Inc	122
12	La aventuras de Daniel	Joy Cowley	Basics Plus	97
19	La bella durmiente	Lucy Kincaid	Brimax Books	756
3	La bicicleta	Joy Cowley	Basics Plus	28 (AIS)
8	La bruja picarona	Joy Cowley	Wright Group	45 (AIS)
4	La carrera	Joy Cowley	Wright Group	24 (AIS)
2	La casa	Instant Reader	P.M.	24
3	La casa de Tío Pío	Joy Cowley	Wright Group	60 (AIS)
3	La casa de Tío Totío	Joy Cowley	Sunshine Books	62
13	La casa vieja	Orelia Meier	Sp. Curr. Dev. Cente	101
	La casa vieja	Orelia Meier	Sp. Curr. Dev. Cente	101
17	La chivita del cebollar	Ione Maria A. Sierra	Santillana	233
3	La cola muy, muy larga	Joy Cowley	Wright Group	39 (AIS)
3	La Comida!	Joy Cowley	Sunshine Books	29
16	La comida de la bruja	Celia Oropeza	Chapter I	201
2	La familia	H. Oxenbury	Juventud	42 (AIS)
14	La familia de los tigres	June Melser	Basics Plus	142
9	La fiesta	Joy Cowley	Basics Plus	89
16	La Gallina Paulina	Fernando Alonso	Santillana	278
10	La gallinita roja	F. & P. McKissak	Childrens Press	214
15	La gallinita roja	Alma Flor Ada	Addison-Wesley	134 p. 8
14	La Gallinita Roja	B. Parkes y J. Smith	Rigby	114 + pg. 5
11	La gallinita roja	Elva Lopez	Scholastic	651
14	La gallinita, el gallo y el frijol	Lada Josefa Kratky	Hampton-Brown	319
2	La gente que conocemos	Dorothy McMillan	P.M.	31
1	La granja	Jullian Cutting	Sunshine Books	21 AIS)

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
3	La hamburgesa muy enorme	Jillian Cutting	Sunshine Books	25 (AIS)
17	La historia de la pollita		Scholastic	404
14	La Hora de Dormir	Susaeta ediciones	Templar Publ.	138
5	La loma alta	Joy Cowley	Basics Plus	17 (AIS)
18	La Margarita Friolenta	Fernanda L. Almeida	Ediciones Ekare	422
3	La Mariposa	Helen Oxeobury	Ediciones Altea	36 (AIS)
10	La mariposa	Enriqueta Daddazio	Modern Curric. Pres	89
6	La Máscara de Pepe	C. Cachemaille	Dept. of Education	38 (AIS)
7	La Miel	A. Alonso	DACBE	58
1	La naturaleza	Francisca Altamirano	Trillas	18
14	La Navidad de Azulín	Virginia Poulet	Children's Press	58
2	La nena se pone	Joy Cowley	Wright Group	21 (AIS)
17	La oruga muy hambrienta	Eric Carle	Scholastic	
13	La Piñata	Enriqueta Daddazio	Modern Curric. Pres	77
	La Piñata	Enriqueta Daddazio	Modern Curric. Pres	77
14	La primavera	Balzola/Ma Parramón	Barrons	49
7	La rana		Chapter I	107
10	La rana	A. Serna	P.M.	416
14	La Ratita Mili y el reloj		Editorial Molino	78
16	La Ratita Mili y los números		Editorial Molino	136
9	La rosa hermosa	Joy Cowley	Basics Plus	127
7	La semilla	Joy Cowley	Wright Group	42 (AIS)
14	La semilla de zanahoria	Ruth Krauss	Scholastic Inc.	94
9	La señora lavandera	J. Cowley/J. Melser	Basics Plus	112
2	La Sopa Yac	Joy Cowley	Wright Group	21 (AIS)
5	La tormenta	Jillian Cutting	Sunshine Books	20 (AIS)
3	La tormenta	Joy Cowley	Basics Plus	29 (AIS)
13	La tortuga	Giles/Salinas	Ed. Activities, Inc.	80
8	Las alas de Nino	A. Alonso	DACBE	77
13	Las Arañas	Giles/Salinas	Ed. Activities, Inc.	38
17	Las Beunas Acciones de Clifford	Norman Bridwell	Scholastic	119
16	Las bodas del Gallo Perico	Ione María A. Sierra	Santillana	408
18	Las botas	David Lloyd	Ediciones Altea	280
1	Las caras	Jullian Cutting	Sunshine Books	28 (AIS)
2	Las casas de los animales	T. Shanahan	Rigby Education	36 (AIS)
9	Las flores	Cecilia Avalos	Chapter I	86
1	Las formas	Francisca Altamirano	Trillas	18
13	Las Hormigas	Giles/Salinas	Ed. Activities, Inc.	47
7	Las Nances	Linda Zierer Giles	Educ. Activities Inc.	28
1	Las personas	Dorothy McMillan	P.M.	14
17	Leo el Capullo Tardío			
14	Listos, en sus Marcas, Adelante	Sharon Peters	Troll Associates	102 + pg. 17
10	Lloré y lloré!	Cowley/Melser	ISBN	124 (AIS)
1	Los animales		Trillas	
5	Los animales de Don Vicencio	Joy Cowley	Basics Plus	121 (AIS)
1	Los animales de la granja	Dorothy McMillan	P.M.	24
4	Los Animales Y Sus Colores	Joanna Troughton	Editorial Molino	60
4	Los Animales Y sus movimientos	Joanna Troughton	Editorial Molino	50
3	Los animalitos	T. Shanahan	Rigby Education	32 (AIS)
12	Los cinco gusanitos	Cecilia Avalos	Modern Curric. Pres	224
4	Los colores	Francisca Altamirano	Trillas	21

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
11	Los gatos	Giles/Salinas	Ed. Activities, Inc.	41
10	Los Gatos Me Gustan Más	Catherine Matthias	Childrens Press	140
10	Los globos	Carmen Salazar	Houghton Mifflin	42
1	Los juguetes de osito	Michelle Cartlidge	Ediciones Altea	14
4	Los Libros	Jillian Cutting	Sunshine Books	60 (AIS)
16	Los meses de año	Gils/Salinas	Ed. Activities, Inc.	74
17	Los músicos de Brema		Scholastic	755
12	Los niños	Ruis/MaParranón	Barrons	75
13	Los ositos	L. & Amelia Basurto	Chapter I	131
13	Los padres	Vendress/Ma Parram	Barrons	68
13	Los perros	L. Giles/R. Salinas	Educ. Activities	27
8	Los pies	Joy Cowley	Basics Plus	34 (AIS)
12	Los Ratones	Giles/Salinas	Educ. Activities, Inc	31
14	Los seis deseos de la jirafa	Alma Flor Ada	Hampton-Brown	173
15	Los tres cerditos	Alma Flor Ada	Addison-Wesley	246
15	Los tres cerditos		Houghton Mifflin Co.	477
15	Los tres cerditos	Colección B. Cebra	Ediciones Altea	345+
13	Los tres chivitos	Patricia McKissack	Childrens Press	198
16	Los Tres Cochinitos	B. Parkes, y J. Smith		104 + pg. 5
13	Los Tres Osos	Patricia C. McKissack	Childrens Press	117(Pg.15)
16	Los trucos de Clifford	Norman Bridwell	Scholastic Inc.	116
11	Lucio El Sucio	Bobbie Hamsa	Childrens Press	73
15	Malaspulgas	Gloria C. Días	Voluntad	67
1	Mamá	Dorothy McMillan	P.M.	23
14	Manzano, manzano!	Mary Blocksma	Childrens Press	270
3	Me gusta	Jillian Cutting	Sunshine Books	31 (AIS)
6	Me gustan las manquitas!	R. Van Allen		150
13	Me gustaría tener. . .	Alma Flor Ada	Santillana	173
4	Me visto	Jillian Cutting	Sunshine Books	43 (AIS)
4	Mi amiga	Jillian Cutting	Sunshine Books	43 (AIS)
1	Mi casa	Francisca Altamirano	Trillas	18
3	Mi casa	Joy Cowley	Wright Group	47 (AIS)
4	Mi casa	June Melser	Basics Plus	34 (AIS)
2	Mi familia	Ian Hulse	Rigby Education	28 (AIS)
2	Mi familia	Jillian Cutting	Sunshine Books	28 (AIS)
1	Mi granja	Rod Campbell	Editorial Molina	18
1	Mi granja de juguetes	T. Shanahan	Rigby Education	15 (AIS)
3	Mi hermanana grande	Ian Hulse	Rigby Education	31 (AIS)
2	Mi hermanito	Joy Cowley	Sunshine Books	13 (AIS)
3	Mi hermanito	Ian Hulse	Rigby Education	13 (AIS)
6	Mi hermanito (2 versions)	Joy Cowley	Basics Plus	34 (AIS)
3	Mi hermana grande	Ian Hulse	Rigby Education	31 (AIS)
3	Mi Hogar	Jow Cowley	Sunshine Books	48
4	Mi Mamá y Mi Papá		S W Ed. Develp. Corp	52
12	Mi nuevo hermanito	Shirley Simon	Sitesa	90
8	Mi papalote rojo		Schott Educ. Materia	28
2	Mi perrito	Joy Cowley	Wright Group	24 (AIS)
13	Mi propia carta	Cecilia Avalos	Modern Curric. Pres	180
6	Mi sombra	Jillian Cutting	Sunshine Books	58 (AIS)
13	Mira Detrás ¿Qué Habrá?	Tiziano Sclavi	ISBN	48
2	Mirame	T Shanahan	Rigby Education	18 (AIS)

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
15	Monstruo busca un amigo	Ann Cook	Bowmar	230
14	Monstruo busca una casa	Ann Cook	Bowmar	172
16	Monstruo conoce a la Señorita Monstruo	Ann Cook	Bowmar	207
17	Monstruo da una fiesta	Ann Cook	Bowmar	527
14	Monstruo en el autobús	Ann Cook	Bowmar	316
16	Monstruo en la escuela	Yolanda Bogaret	Bowmar	364
16	Monstruo en la escuela	Ann Cook	Bowmar	
16	Monstruo limpia su casa	Ann Cook	Scholastic	195
17	Monstruo va a la escuela	Ann Cook	Bowmar	398
16	Monstruo va al museo	Ann Cook	Bowmar	323
16	Monstruo va al zoológico	Ann Cook	Bowmar	438
15	Monstruo viene a la ciudad	Ann Cook	Bowmar	133
16	Monstruo y la sombrilla mágica	Ann Cook	Bowmar	360
8	Monstruos!	Diane Namm	Childrens Press	47
1	Mupo come	Joy Cowley	Sunshine Books	16 (AIS)
2	Mupo juega	Joy Cowley	Wright Group	16 (AIS)
1	Mupo se va	Joy Cowley	Wright Group	15 (AIS)
15	Nadie ha visto jamás	La Espiral Mágica	Magisterio	182
8	Ni por aquí ni por allá	June Melser	Basics Plus	78
4	Nieve	Joy Cowley	Wright Group	43 (AIS)
13	No me asustó a mí!	Goss/Harste	School Book Fairs, Ir	287
7	No se rían de mí	Joy Cowley	Wright Group	198 (AIS)
14	No te lo creo	M. LaBelle		76
6	Nochecita Nochecita	C. Avalos/C. Jimenez	Chapter I	108
2	Nos vestimos	Jillian Cutting	Sunshine Books	40 (AIS)
4	Nuestra Abuelita	Joy Cowley	Sunshine Books	51
4	Nuestra Calle	Joy Cowley	Sunshine Books	37
8	Nuestra maestra, la Señorita Peña	Joy Cowley	Dept. of Education	67 (AIS)
4	Nuestro abuelito	Jillian Cutting	Sunshine Books	30 (AIS)
3	Oposum simplito	Joy Cowley	Basics Plus	37 (AIS)
7	Oruga, oruga ¿Dónde Está?		Scott Educ. Material	89
8	Osito	Else Holmelund	Harper & Row	1465
10	Osito café	Cecilia Avalos	Chapter I	194 (AIS)
11	Osos, osos, Aquí y Allí	Rita Milios	Children's Press	51
14	Pajarito	Giles/Salinas	Ed. Activities, Inc.	76
8	Palmas, palmitas	H. Oxenbury	Juventud	22
15	Paquito y los frijoles mágicos	J. Smith y B. Parkes	Rigby	133 + pg. 4
16	Pato	David Lloyd	Ediciones ALTEA	179
3	Payaso y Elefante	Joy Cowley	Basics Plus	42 (AIS)
5	Pájaro, pájaro	M. Mahy	Dept. of Education	66 (AIS)
14	Pedro aprende a nada	Sara Gerson	Editorial Trillas	185
4	Perdido	Joy Cowley	Basics Plus	33 (AIS)
8	Plip! ¡Plop!	Elva Robinson	DLM	167
15	Pollita Chiquita	H. Werner Zimmerman		100+(Pg. 8)
16	Pollito pequenito cuenta hasta diez	M. Friskey	Childrens Press	433
16	Pollito Pillón	Carmen Salazar	Houghton Mifflin Co	555
2	Por la noche	J. Johns	Rigby Education	43 (AIS)
6	Por qué lloras?	Tina Ton Colección	Juventud	45 (AIS)
4	Puedo brincar	Joy Cowley	Wright Group	42 (AIS)
2	Puedo leer	Margaret Malcolm	Dept. of Educ	43
15	Puedo leer dondequiera!	Cecilia Avalos	Modern Curric. Pres.	99

TUSD · Chapter I

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
5	Puedo ser lo que quiera!	Cecilia Avalos	Modern Curric. Pres	25
2	Puedo volar	Joy Cowley	Wright Group	20 (AIS)
13	Querida amiga luna	Enriqueta Daddazio	Modern Curric. Pres	130
15	Queso	Rhonda Matterson	Modern Curric. Pres	102 + pg. 13
8	Qué comes?	La Espiral Mágica	Magisterio	85
6	Qué es bueno para ti?	Joy Cowley	Wright Group	49 (AIS)
2	Qué es un Huggles?	Joy Cowley	Sunshine Books	41
2	Qué es un Mupo?	Joy Cowley	Wright Group	45 (AIS)
2	Qué es?	Jillian Cutting	Sunshine Books	36 (AIS)
12	Qué hacen?	Richard Scarry	Montena/Mondiberic	100
8	Qué haces Rosa Hermosa?	Joy Cowley	Wright Group	79 (AIS)
2	Qué hay en este huevo?	Jillian Cutting	Sunshine Books	29 (AIS)
13	Qué hay en la tina?	Mary Blocksma	Childrens Press	301
5	Qué quieres en tu sandwich?	Joy Cowley	Basics Plus	43 (AIS)
8	Qué sorpresa!	Mary Packard	Childrens Press	30
3	Qué vamos hacer?	Jillian Cutting	Sunshine Books	27 (AIS)
7	Quién dice?	Kirsten Hall/J.F.	Childrens Press	56
6	Quién es el más Grande?	June Epstein	Modern Curric. Pres	32
5	Quién es?	Stephen Cartwright	Colección Adv. Quién	30
10	Quién es Quién?	Patricia C. McKissack	Childrens Press	151
5	Quién puede	Stephen Cartwright	Colección Adv. Quién	19
6	Quién se comió el queso?		Chapter I	107
9	Quién será mi mamá?	Joy Cowley	Basics Plus	164
10	Quién tiene más?	Walt Disney Company	Montena/Mondiberic	109
11	Quién va con Pina?	Carmen Salazar	Houghton Mifflin	51
8	Quién viene?	Patricia McKissack	Childrens Press	85
3	Quién vive aquí?	June Melser	Basics Plus	28 (AIS)
12	Ranas	L. Zierer Giles	Educ. Activities, Inc	43
16	Ricitos de oro	Zoraida Vásquez	Trillas	155
13	Rosa y Gastón	Joy Cowley	Basics Plus	101
15	Ruidos misteriosos	Mary O'Toole	Modern Curr. Press	100
19	Rumpelstiltskin	Lucy Kincaid	Brimax Books	866
14	Sale el oso	Alma Flor Ada	Hampton-Brown	77
8	Saltar y caer	H. Oxenbury	Juventud	14
13	Samuel el Espantapájaros	S. Gordon	Troll Associates	126
7	Señor Rezongón	Joy Cowley	Wright Group	69 (AIS)
14	Seré mariachi!	Cecilia Avalos	Modern Curric. Pres	121
14	Si yo tuviera un dragón	Elva Robinson	DLM	121
5	SNAP	Joy Cowley	Sunshine Books	45
2	Sopa Fuchi	Joy Cowley	Sunshine Books	27
3	Soy Comelibros	Joy Cowley	Wright Group	30 (AIS)
8	Soy Rico!	Rita Culla	Juventud	73
8	Soy un arbol	Rosemary Benevente	Chapter I	48
15	Spot va a la Granja	Eric Hill	G.P. Putnam's Sons	74
15	Spot va al circo	Eric Hill	G. P. Putnams Sons	68
3	Te voy a comer!	Joy Cowley	Basics Plus	45 (AIS)
11	Tengo amigos	Rita Culla	Juventud	80 (AIS)
3	Tengo hambre	T. Shanahan	Rigby Education	17 (AIS)
2	Tengo miedo	Joy Cowley	Basics Plus	32 (AIS)
12	Tengo una hermana mayor	Shirley Simon	Sitesa	102
4	Tiburón en su Saco	Joy Cowley	Sunshine Books	55

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
8	Tiqui, tiqui, tac	H. Oxenbury	Juventud	23
3	Tía Lola	Joy Cowley	Wright Group	41 (AIS)
17	Toca Aqui	Tiziano Sclavi	ISBN	114
10	Todo tirado	Patricia Jensen	Childrens Press	48
13	Todos los dias	Richard Scarry	Montena/Mondibéric	74
16	Tortilla olé	Cecilia Avalos	Chapter I	223
6	Tortillas para contar	Cecilia Avalos	Chapter I	27
12	Tu-Primer-Libro-De Contar	David Anstey	Templar	40
12	Tu-Primer-Libro-de-Colores	David Anstey	Susaeta	92
14	Tu-Primer-Libro-de-Sies y Noes	David Ansley	Templar	100
14	Tú, perro amigo	La Espiral Mágica	Magisterio	158
12	Un carro de Bomberos Grande y Rojo	Rose Greydanus	Troll Associates	175
8	Un cuento curioso de colores	J & D Wylie	Children's Press	121
9	Un cuento de peces y sus formas	J. & D. Wylie	Children's Press	158
13	Un cuento de un pez grande	J. & D. Wylie	Children's Press	137
9	Un Cuento gracioso de peces	Joanne y David Wyle	Childrens Press	146
15	Un Dia Caluroso	Richards/Zimmerman	Scholastic	421
14	Un dia feliz para mama coneja	Tobogan Colección	Susaeta	44
11	Un Dinosauro en Peligro	S. Gordon	Troll Associates	119
1	Un pastel de cumpleaños	Joy Cowley	Wright Group	20 (AIS)
3	Un sandwich grande	Joy Cowley	Basics Plus	24 (AIS)
8	Un sol, un sol	June Melser	Basics Plus	58 (AIS)
4	Un viaje espacial	Jillian Cutting	Sunshine Books	23 (AIS)
1	Una fiesta	Joy Cowley	Basics Plus	14 (AIS)
14	Una Función de Títeres	Sharon Peters	Troll Associates	105
7	Una noche fría	Cowley/Melser	Basics Plus	128 (AIS)
19	Una pesadilla en mi armario	Mercer Mayer	Ediciones Altea	172
10	Una semana de carreras	Cindy Clemmons	Chapter I	99
8	Valentín bonito		Schott Educ. Materia	75
6	Vamos a comer	Jillian Cutting	Sunshine Books	21 (AIS)
13	Vamos a jugar	Sara de Valdes	Houghton Mifflin	60
6	Vamos a nadar!	Joy Cowley	Wright Group	68 (AIS)
5	Vamos de compras	Jillian Cutting	Sunshine Books	34 (AIS)
2	Vamos, vamos, vamos	June Melser	Basics Plus	18 (AIS)
3	Váyanse!	Joy Cowley	Wright Group	33 (AIS)
6	Ven a jugar	Joy Cowley	Basics Plus	91 (AIS)
13	Ven a jugar	M. Cecelia Diaz	Voluntad	80
3	Ven conmigo	Joy Cowley	Basics Plus	17 (AIS)
4	Ven!	Jillian Cutting	Sunshine Books	28 (AIS)
11	Vengan a nadar	Joy Cowley	Wright Group	120 (AIS)
3	Vete!	Joy Cowley	Wright Group	33 (AIS)
6	Viejo Trejo	Joy Cowley	Dept. of Education	38 (AIS)
2	Vistiéndose	H. Oxenbury	Juventud	35 (AIS)
4	Vuelta y vuelta	Joy Cowley	Basics Plus	36 (AIS)
11	Y la lluvia caía	Enriqueta Daddazio	Modern Curric. Pres	68
6	Y luego llega Pepe	Joy Cowley	Wright Group	115 (AIS)
3	Yo Amo a Mi Familia	Joy Cowley	Sunshine Books	39
3	Yo escribo	Jillian Cutting	Sunshine Books	23 (AIS)
13	Yo hice un valentin	Cecilia Avalos	TUSD	236
6	Yo puedo	Ana Andrade	Chapter I	52
4	Yo Puedo Brincar	Joy Cowley	Sunshine Books	44

LEVEL	TITLE:	SERIES: AUTHOR	PUBLISHER	WORDS
3	Yo quiero a mi familia	Joy Cowley	Wright Group	39 (AIS)
18	Yo soy el durazno	Luisa de Noriega	Trillas	195
6	Yo soy más grande que tú!	Joy Cowley	Wright Group	68 (AIS)
3	Yo Soy un Gusano Comelibros	Jow Cowley	Sunshine Books	43
6	Zapateria	I. B. Long	Modern Curric. Pres	42
5	ZAS!	Joy Cowley	Basics Plus	49 (AIS)

APPENDIX C

SPANISH OBSERVATION SURVEY
EXAMEN DE OBSERVACION EN ESPAÑOL

SCORING THE SPANISH DIAGNOSTIC SURVEY AND RUNNING RECORDS

June 1992

I. Letter Identification

Purpose: To ascertain the child's ability to distinguish letters one from another on any basis that works.

- English Response indicated by a checkmark (✓) and an "E".
- Responses in English should be counted as correct.
- LL/ll can be identified as "elle" or "double L". "ele - ele" is not acceptable*.
- CH/ch can be identified as "che"*.
- RR/rr can be identified as "erre" or "doble r". The response "ere - ere" is not acceptable*.

*In these cases, further prompting is suggested to determine if this child can identify these letters as units.

- Hh - can also be identified as "muda".
- RR/rr and Ññ are the exceptions for accepting the middle sound in words.

Example: perro - niño - Regional variations are acceptable. If clarification is needed prompt further.

II. Word List

Purpose: To obtain a sampling of high frequency words the child may have had the opportunity to learn.

*Responses in English are counted as correct. Examples: me - come - no

III. Concepts about Print

Purpose: To obtain an indication about one group of behaviors (Control of concepts about print) which support reading acquisition.

*English Responses indicated by a check mark (✓) and an "E".

Example: $\frac{\text{period}}{\text{punto}}$

*English responses are counted as correct.

*Item 12 - clarify the term "cerco", if child questions it.

*Try to retain a standard task, but be flexible enough to communicate the task to the child (Clay, 1975. Pg. 27). If changes in wording are needed to accommodate regional variation, please note the prompt that was effective.

IV. **Writing Vocabulary**

Purpose: To obtain an indication of child's ability to recall and record the configuration and details of words.

*English responses are acceptable.

*A code-switching response is one which is written in one language but prompted or read in another language. This response is counted as correct and should be noted.

*Words that require an accent mark that are omitted are considered incorrect. Example: Tía, también

*If the word is meaningful without an accent the response is accepted unless a specific word was prompted for or indicated by the child.

Examples: T - Escribe está. C - writes "esta"
Response is incorrect.

T - (no prompt) C - writes "esta"
Response is correct.

V. **Dictation**

Purpose: To obtain an indication of child's ability to analyze the word she/he hears or says and to find some way of recording the sounds she/he hears as letters.

The following are acceptable responses for these sounds:

c/qu/k
ll/y/i
s/c/z
b/v

For dialectal differences, have the [illegible] whether child's pronunciation matches his/her spelling. Words with omitted beginning or ending sounds still counted incorrect, even though child's spelling matches her pronunciation.

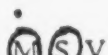
VI. Text Reading

Purpose: To observe children at work on actual text noting their strengths and their confusions.

*For Reading that is done all in Spanish, miscue analysis will be the same as in English.

*For children who code-switch:

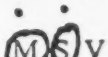
Los Sombreros Level 2 is used as an example:

			purple	
tiene	un	sombrero	morado.	

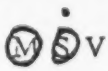
-child used meaning cue from the English language (purple)
-child used structure cue from the Spanish language (noun/adj.)

	#1	#2
	purple	sombrero
tiene	un	sombrero morado.

#1
-child used meaning and structure cues from English language



#2
-child used meaning from Spanish language and structure from English language



			purple	
tiene	un	sombrero	púrpura.	

-child used meaning from English language (purple) and structure and visual from Spanish

Note that the black dot indicates the response in English and analyze using MSV accordingly. Running records will also by analyzed as in this example.

VII. Diagnostic Summary

•Code data from each language with a different color.

EXAMEN DE OBSERVACION EN ESPAÑOL

(Observation Survey in Spanish)

Adaptación de:

The Early Detection of Reading Difficulties

Marie M. Clay
Heineman, 1985 ed.

Traducido por:

Amelia Basurto
Ana Andrade
Olivia Ruiz
Tucson Unified School District
Tucson, AZ 1992

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Tarea #1

HOJA DE RESULTADOS SOBRE LA IDENTIFICACION DE LETRAS

(Score sheet for Letter Identification)

(Score) 61

Nombre _____ Escuela _____ Fecha _____
(Name) (School) (Date)

Maestra de clase _____ Anotador/a _____
(Classroom tchr.) (Recorder)

	N.A. (A)	S (S)	Palabra (word)	R.I. I.R.		N.A. (A)	S (S)	Palabra (word)	R.I. I.R.
A					a				
F					f				
K					k				
P					p				
LL					ll				
Z					z				
B					b				
H					h				
O					o				
J					j				
U					u				
CH					ch				
C					c				
Y					y				
L					l				
Q					q				
M					m				
N					ñ				
D					d				
N					n				
S					s				
X					x				
I					i				
E					a				
G					e				
R					g				
V					r				
T					y				
W					t				
					g				
					rr				
					w				
				TOTALS					

Confusiones:
(Confusions)

Letras desconocidas:
(Letters Unknown)

Comentarios:

Anotaciones:
(Recording)

NA- (A) Respuesta con Nombre en acecedar anote con √
(Alphabet name respo
(checkmark)

S- (s) Respuesta con Sonido de la letra: anote con √
(Letter sound respons
(checkmark)

Respuesta en Inglés:
(English response)
Anote la respuesta con la letra 'E'
(Record response with the letter 'E')

RI- Respuesta incorrecta:
(incorrect response)
Anote lo que dice el/la niño/a.
(Record what the child says)

Palabra- (word) anote la palabra que dice el/la niño/a
(record the word the child gives)

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CORE STUDIES K-1

Tarea #1
(Task #1)

Identificación de letras
(Letter Identification, pg. 23)

Para introducir el trabajo:

- **¿Qué son éstas?**
- **¿Puedes encontrar algunas que tú conoces?**

Enseñando cada letra:

- **¿Qué es ésta?**

Si el niño no responde:

Use una o más de estas preguntas y trate de evitar preferencia hacia una u otra.

- **¿Sabes el nombre de la letra?**
- **¿Qué sonido tiene?**
- **¿Sabes una palabra que empieza así?**

Para 'rr' y "ñ" se dice:

- **¿Sabes una palabra que tiene ese sonido?**

Enseñando otra letra:

- **¿Y ésta, qué es?**

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A	F	K	P	LL	Z
B	H	O	J	U	CH
C	Y	L	Q	M	Ñ
D	N	S	X	I	E
G	R	V	T	W	
a	f	k	p	ll	z
b	h	o	j	u	ch
c	y	l	q	m	ñ
d	n	s	x	i	a
e	g	r	v	t	g
rr	w				

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Tarea #2
(Task #2)

PRUEBA DE PALABRAS-HOJA DE RESULTADO
(Word Test Score Sheet)

(Score) ⁄20

Nombre_____ Escuela_____ Fecha_____
(Name) (School) (Date)

Maestra de clase_____ Anotador/a_____
(Classroom tchr.) (Recorder)

Anote respuestas incorrectas Marca con √ a las respuestas correctas

	Lista A ejemplo	Lista B ejemplo	Lista C ejemplo
	con	en	veo
Lista A (List A) Prueba a principios de año (Beginning of the year test)	yo	mira	hace
	pero	y	vamos
	son	el	come
	aquí	tiene	las
	abajo	como	muy
	mi	la	jugar
	es	dijo	tu
	soy	corre	para
Lista B (List B) Descontinuación o admisíon durante el año escolar (Discontinuing or entry during school year)	donde	por	fue
	feliz	voy	tengo
	también	está	cada
	da	grande	quiero
	una	puedo	ella
	me	no	al
	bonito	alto	todo
Lista C (List C) Descontinuacíon después de abril y prueba de fin de año (Discontinuing after April and	toma	que	este
	casa	más	rojo
	sí	busca	de
	gusta	del	lee
	de	un	se

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PRUEBA DE PALABRAS
(Word Test)

Lista A ejemplo	Lista B ejemplo	Lista C ejemplo
con	en	veo
yo	mira	hace
pero	y	vamos
son	el	come
aquí	tiene	las
abajo	como	muy
mi	la	jugar
es	dijo	tu
soy	corre	para
donde	por	fue
feliz	voy	tengo
también	está	cada
da	grande	quiero
una	puedo	ella
me	no	al
bonito	alto	todo
toma	que	este
casa	más	rojo
sí	busca	de
gusta	del	lee
de	un	se

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Tarea #3
(Task #3)

HOJA DE RESULTADOS
SOBRE CONCEPTOS DEL TEXTO IMPRESO
(Concepts About Print Score Sheet)

Resultado
(Score)

Nombre_____ Escuela_____ Fecha_____
(Name) (School) (Date)

Maestra de clase_____ Anotador/a_____
(Classroom tchr.) (Recorder)

Use el guión para administrar esta tarea.
(Use the script when administering this task.)

Página (Page)	Resultado (Score)	Pregunta (Item)	Comentario (Comment)
La cubierta (Cover)		1. La parte de enfrente	
2/3		2. El texto impreso lleva el sentido (y no la ilustración)	
4/5		3. Dónde empezar 4. Dónde seguir 5. Regresar a la izquierda 6. Aparear palabra por palabra	
6		7. Concepto del comienzo y el fin	
7		8. La parte de abajo	
8/9		9. Empieza con 'La' (Las piedras) Linea de abajo; Linea de arriba o voltea el libro	
10/11		10. Cambio del orden de las líneas	
12/13		11. Página izquierda antes de la derecha 12. Un cambio del orden de las palabras 13. Un cambio del orden de las letras	
14/15		14. Un cambio del orden de las letras 15. Significado de los signos de interrogación	
16/17		16. Significado del punto 17. Significado de la coma 18. Significado del guión 19. Encuentra Pp-Ee (Las Piedras)	
18/19		20. Palabras reversibles; la, ya	
20		21. Una letra: dos letras 22. Una palabra: dos palabras 23. La primera y la última letra de una palabra 24. Letra mayúscula	

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Tarea #3
(Task #3)

LAS PIEDRAS

Adaptado por Ana Andrade
Olivia Ruiz
Amelia G.M. Basurto

del cuento "Stones" 1.

Pase el libro al niño sosteniéndolo verticalmente y con la parte posterior del libro.

Diga: Enséñame la parte de enfrente del libro.

Subí

la loma

mirando para arriba y para abajo.

2.

2. Diga: Voy a leer el cuento. Ayúdame. Enséñame dónde empezar a leer.
-¿Dónde empiezo?
(Lea el texto)

Vi un pájaro en el árbol

y piedras

en el suelo.

4.

3. Diga: -Enséñame dónde empezar.
4. -¿Por dónde sigo?
5. -¿Y luego a dónde me voy?
6. -Apunta con el dedo mientras leo.
(Lea despacio pero fluidamente.)

Pateé una piedra grande

Rodó para acá y para allá.

6.

Lea el texto.
7. Diga: -Enséñame la primera parte del cuento.
-Enséñame la última parte.
8. -Enséñame la parte de abajo del dibujo.

(No mencione que el dibujo está al revés.)

La empujé y

la empujé una y otra vez.

8.

9. Diga:-¿Dónde empiezo?
-¿Por dónde sigo?
-¿Y luego a dónde me voy después?
Ahora lea el texto.

---

y la pateé muy fuerte.

Hice mi pie para atrás

10.

10. Diga: -Qué tiene de mal esta parte?
(Lea inmediatamente la linea de abajo y después la línea de arriba.)
(No apunte con el dedo)

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Entonces puse me de puntillas
me y quedé mirando.

12.

La piedra rodó para abajo ed la loma
chocando por aquí y por allá
¿Va a parra en el ecrco?
¿O quizás siga hasta la curav?

11. Diga: ¿Dónde empiezo a leer?
12. ¿Que tiene de mal esta página?
(Señale la página 12, NO el texto.)
Lea el texto despacio como si estuviera escrito correctamente.)
13. Diga: ¿Qué tiene de mal esta página?
(Señale la página 13, NO el texto.)
Lea el texto despacio como si estuviera escrito correctamente.)

¿Rodará esa piedra hsata
la csaa con el cloumpio?
¿O seguirá hasta las floers
que son amarillas?

14.

14. Diga: -Qué tiene de mal la escritura de esta página?
(Lea el texto despacio como si estuviera escrito correctamente.)

15. Diga: ¿Para qué son estos?
(Señale los signos de interrogación con el dedo o con un lápiz.)

Entonces grite:

Alto, alto, Piedra Grande

porque el agua está honda.

16.

Lea el texto.
(Señale con un lápiz)
Diga: ¿Para qué es esto?
16. el punto
17. la coma
18. el guión
19. Diga: Busca una letra minúscula (chiquita) como ésta. (Muestre la Aa.)
19. Diga: Busca una letra minúscula (chiquita) como esta. (Señale las letras mayúsculas P.E.)

Siguió la piedra
hasta que cayó al charco.
Corrí rápidamente.
Y todo lo que vi fue
el agua verde y calmada.
Y ay, ya no había piedra.

18.

Lea el texto.
20. Diga: -Enséñame la palabra "la"
Enséñame la palabra "ya".

La piedra rodó para abajo de la loma.

20.

21. Diga:
Este cuento dice: "La piedra rodó para abajo de la loma."
-Mueva las tarjetas encima de la línea así,
hasta que se vea solamente un letra; dos létras.
(Demuestre el movimiento de las tarjetas pero no haga el ejercicio.)

Diga: Enséñame:
22. una palabra, dos palabras;
23. la primera letra de una palabra;
la última letra de una palabra.
24. Enséñame una letra mayúscula.

Tarea #4
(Task #4)

PRUEBA DEL VOCABULARIO ESCRITO
(Writing Vocabulary Task Sheet)

Resultado
(Score)

Nombre_____ Escuela_____ Fecha_____
(Name) (School) (Date)

Maestra de clase_____ Anotador/a_____
(Classroom tchr.) (Recorder)

Doble el encabezado hacia atrás antes de que el niño/la niña use la hoja.
(Fold heading under before child uses sheet)

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Tarea #4
(Task #4)

Prueba Del Vocabulario Escrito
(Writing Vocabulary Test)

Hora que comenzó:
(Time Began) _____

Hora que terminó
(Time ended) _____

Administración:

- **Quiero ver cuantas palabras puedes escribir. ¿Puedes escribir tu nombre? (Empiece a contar los 10 minutos)**

Si el niño dice "no," pregúntele si sabe escribir palabras de una o dos letras:

- **¿Sabes escribir? ¿Y?, ¿el?, ¿o?, ¿mi?, ¿la?**
  Y después, sugiera otras palabras que quizás sepa.

Si el niño dice "sí" siga:

- **Escribe tu numbre.**
- **Bien, ahora, piensa en todas las palabras que tú sabes escribir y escríbelas.**

Dele hasta 10 minutos. Si necesita ayuda diga:

- **¿Sabes como escribir "yo" o "a"?**
- **¿Sabes como escribir "ti" o "mi"?**

Use una lista de palabras que el niño encontraría en sus libros de lectura o otros lugares: **yo, a, es, en, soy, para, viene, gusta, ve, y, aquí, gato, sube, mira, vamos, este, lo, mío, esta, tu, sí, no, mamá, papá, perro, el, ella, jugar, para, come, pon, mira, de, la, me, casa, amo, todo, se, veo.**

*Las siguientes cartegorías de palabras se pueden usar para motivar al estudiante:

- ¿Sabes como escribir nombres de:
  - miembros de tu familia
  - amigos/animales/colores
  - partes o cuartos de la casa (cocina; sala . . .)
  - comidas
  - modos de transportación.

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Tarea #5
(Task #5)

PRUEBA DE DICTADO
(Dictation Test Sheet)

Resultado
(Score)

/39

Nombre_____ Escuela_____ Fecha_____
(Name) (School) (Date)

Maestra de clase_____ Anotador/a_____
(Classroom tchr.) (Recorder)

Marque con un círculo la forma utilizada (A, B, C o CH)
(Circle Form Used (A, B, C o CH)

Doble el encabezado hacia atrás antes de que el niño/la niña use la hoja.
(Fold heading under before child uses sheet

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Tarea #5
(Task #5)

HOJA PARA MARCAR LOS RESULTADOS DEL DICTADO
(Scoring for Dictation Task)

Prueba de Dictado
(Dictation Task)

Te voy a leer un cuento. Cuando termine de leerlo una vez, volveré a leerlo otra vez muy despacio para que tú puedas escribir las palabras del cuento. (Lea el cuento con fluidez.)- Algunas de las palabras son difíciles. Dilas despacito a tí mismo y piensa de cómo las podrías escribir.

Prueba del principio de año
(Begining of the year test)

Forma A

1. T e n g o u n p e r r o e n l a c a s a.
   1 2 3 3 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

   L o l l e v o a l p a r q u e c o n m i g o.
   20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

Entrada o Descontinuación
(Entry or Discontinuation)

Forma B

2. P a p á e s t á e n c a s a.
   1 2 3 4 5 6 7 8 9 10 11 12 13 14

   D i c e q u e v a m o s a j u g a r a
   15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

   l a p e l o t a.
   32 33 34 35 36 37 38 39

Descontinuación (Se usa esta forma solamente cuando la Forma B se usó para la entrada)
(Discontinuing use only when form B was used for entry).

Forma C

3. Y o t e n g o u n a g a t a c a f é.
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

   L e g u s t a d o r m i r e n m i c a m a.
   19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

Tarea de fin de año
(End of year task)

Forma CH

4. Y a v i e n e e l t r e n. S e v a a
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

   p a r a r a q u í. N o s v a m o s a s u b i r.
   19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

Sí el estudiante tiene dificultad, diga: -Tú dilo despacito. ¿Cómo empezarías a escribirlo? ¿Qué sonido oyes? ¿Qué más puedes oír? Si el estudiante no puede terminar la palabra, diga, -Vamos a dejar de escribir esta palabra. **La siguiente palabra es...**

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Tarea #6
(Task #6)

HOJA DE PROGRESO DE LA LECTURA DE TEXTOS
(Running Record of Text Reading Levels A-2)

(Highest Level at 90% or above)
Nivel____Exactitud___
(Level) (Accuracy)

Nombre_____ Escuela_____ Fecha_____
(Name) (School) (Date)

Maestra de clase_____ Anotador/a_____
(Classroom tchr.) (Recorder)

Nivel (Level) A	Página (Page)	No puede trabajar en el nivel B (Unable to do level B)	*E	*AC (Sc)	
B		¿Donde esta Spot? Spot se perdió. Vamos a leer para ver si lo podemos hallar. [3] Lee el título y las 7 páginas. No, no, no			*Exac (Acc) %
		[12]			Exac. (Acc) %
	1	Un pájaro puede volar Vamos a leer este libro para saber que cosas pueden hacer los animales y la gente.			
	2	(Un pez puede nadar. Yo también.)			
	3	(Un sapo puede saltar. Yo también.)			
	4	(Un caballo puede correr.) -Léelo tú. Yo también.			
	5	(Un perro puede escarbar.) Yo también.			
	6.	(Un chango puede jugar.) Yo también.			
	7	-Tú lee esta página. Un pájaro puede volar. Yo también			
		[22]			Exac. (Acc) %
		Los Sombreros -Vamos a leer este cuento para saber qué colores de sombreros usa la gente.			
	2	(El bombero tiene un sombrero rojo.)			
	3.	(El pirata) -Tú lee lo demás. tiene un sombrero morado			
	4	(El marinero) tiene un sombrero blanco			
	5	(La bruja) tiene un sombrero negro			
	6	(La señora) tiene un sombrero anaranjado			
	7	(Ahora) el chango tiene un sombrero anaranjado			

*E = errores (errors)
*AC = auto - corregir (self-correction)
*Exac. = Exactitude (accuracy)

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Tarea #6
(Task #6)

HOJA DE PROGRESO DE LA LECTURA DE TEXTOS
(Running Record of Text Reading Levels)

Nivel Superior 90% o más
(Highest Level at 90% or above)
Nivel____Exactitud___
(Level) (Accuracy)

Nombre_____ Escuela_____ Fecha_____
(Name) (School) (Date)

Maestra de clase_____ Anotador/a_____
(Classroom tchr.) (Recorder)

Nivel (Level)	Porcentage de exactitude (Percentage)	Número máximo de auto- corrección (SC Rate 1:)

Página (page)	Título (Title)	Totales (Totals) Palabras (Words)			Sesiones anteriores (Prior sessions) E (E)	AC (SC)
			E (E)	AC (SC)		

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APPENDIX D

DATA COLLECTION FORMS FALL/SPRING

DATA COLLECTION SHEETS

PLEASE COMPLETE ONE OF THESE COVER DATA SHEETS FOR EVERY STUDENT TESTED. ATTACH TO OTHER STUDENT DATA MATERIALS.

SITE:_____

DISTRICT:_____

SCHOOL:_____

STUDENT NAME:_____

MATRIC #:_____

BIRTHDATE:_____SEX:_____

LANGUAGE ASSESSMENT TEST:

NAME OF TEST:_____
DATE GIVEN:_____
SCORES:
ENGLISH_____
SPANISH_____

STUDENT ETHNICITY (OR SPANISH DIALECT SPOKEN)_____
_____

FALL FORM

DISTRICT:_____
SCHOOL:_____

NAME	BDAY	Matric	Sex	Spanish Diagnostic Test						Aprenda					LAS Test	
				LI	WT	CAP	WV	DIC	TR	Total	A-2	A-3	A-4	A-6	LAS S	LAS E

117

118

SPRING FORM

DISTRICT:_____
SCHOOL:_____

NAME	BDAY	Matric	Sex	Spanish Diagnostic Test						Aprenda						LAS Test	
				LI	WT	CAP	WV	DIC	TR	Total	A-2	A-3	A-8	A-9	A-10	LAS S	LAS E

APPENDIX E

SUMMARY OF BACK TRANSLATIONS SPANISH TO ENGLISH

University of Colorado at Boulder

School of Education

124 Education Building
Campus Box 249
Boulder, Colorado 80309-0249
FAX (303) 492-7090

MEMO

DATE: February 17, 1992

TO: Rebecca Montaño
Executive Director, Core Studies
Tucson Unified School District
PO Box 40400
Tucson AZ 85719

FROM: María de la Luz Reyes
University of Colorado
School of Education
Boulder, CO 80309-0249

(303) 492-8370

RE: Translation of Descubriendo La Lectura Project

Enclosed is the translation of Descubriendo la Lectura from Spanish back to English. My other work delayed me more than I anticipated. I hope everything here meets with your approval. If you have any questions you may reach me at the above number.

Translation of the Diagnostic Survey in Spanish
1988

From: The Early Detection of Reading Difficulties
Marie M. Clay
Heinemann, 1985 ed.

Identificación de Letras
(Letter Identification, p. 23)

To introduce the work:
-What are these?
-Can you find some that you know?

Showing each letter:
-What is this?

If the child does not respond:

Use one or more of these questions and try to avoid bias toward one or another.

- Do you know the name of the letter?

- What sound does it have/make?

- Do you know a word that begins with this sound?

Showing another letter:

-And this, what is it?

THE STONES

Adapted by Ana Andrade
Olivia Ruiz
Amelia G. M. Basurto

From the story Stones
by Marie Clay

I climbed
the hill
Looking up and down.

I saw a bird in the tree
and stones
on the ground.

I kicked a large stone.
It rolled here and there.

I pushed it and
pushed it again
and again.

And I kicked it very hard.
I put my foot back

Then I got *my on* tiptoes
I And kept looking.
(The scrambled sentence cannot be translated exactly the same in another language. This is an approximation of its intent.)

The stone rolled down *hte* hill
bumping here and there.
Will it *psto* at the *fecne*?
Or will it continue to the curb?

Will *thta* stone roll
to the *hosue* with the *wsing*?
Or will it continue to the *floswer*
that are yellow?
(letters in some words are reversed.)

Then I shouted:
Stop, stop, Big Stone
because the water is deep.

The stone continued
until it fell in the puddle.
I ran hurridly.
And all I saw was
the water green and calm.
And, Oh! Now there was no stone.

The stone rolled to the bottom of the hill.

THE STONES

Adapted by Ana Andrade
Olivia Ruiz
Amelia G. M. Basurto

From the story Stones
by Marie Clay

Pass the book to the child, holding the book vertically fom the outside corner.

1. Say: Show me the first part of the book.

I climbed
the hill
Looking up and down.

2. Say: I am going to read the story. Help me.
Show me where I should begin to read.
Where should I start? (Read the text).

I saw a bird in the tree
and stones
on the ground.

3. Say: Show me where to start.
4. Where should I continue?
5. And then, where should I go?
6. Point with your finger while I read.
(Read slowly but fluently.)

I kicked a large stone.
It rolled here and there.

Read the text.

7. Say: Show me the first part of the story.
Show me the last part.
8. Show me the part under the picture.
(Don't mention that the picture is upside down.)

I pushed and
I pushed it again
and again.

9. Say: Where do I begin?
Where should I continue?
And then, where do I go next?
Now read the text.

And I kicked it very hard.
I put my foot back.

10. Say: What is wrong with this part?
(Read immediately the line below and then the line above.)
(Don't point with your finger.)

Writing Vocabulary Test

Time Began:_____Time Ended:_____

Administration:

I want to see how many words you can write. Can you write your name?
(Start counting 10 minutes.)

If the child says "no" ask him if he knows how to write words of one or two letters:
Do you know how to write? *And*? *The*? *Or*? *My*? *The*?

If the child says "yes" continue.
Write your name.
Good, now, think of all the words you know how to write and write them.

Give him up to 10 minutes. If he needs help in thinking, say:
Do you know how to write "I" or "to"?
Do you know how to write "you" or "my"?

Use a list of words that the child would find in his literature books or word test: I, to is, on, am, comes, like/s, see, and, here, cat, climb, look, let's go, this, the, mine, this, your, yes, no, mother, father, dog, he, she, play, for, eat, put, look, from, the, to me (reflexive auxiliary verb), house, love, all, to him/her (reflexive or indirect object), see.

Color words: red; word numbers: two; names of family and friends: words for animals: cow, duck.

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Scoring for Dictation Test

Dictation Test

I am going to read you a story. When I finish reading it the first time, I will read it again very slowly so that you can write the words from the story. (Read the story fluently.) Some of the words are difficult. Say them slowly to yourself and think of how you could write them.

(Test for the beginning of the year.)

Form A

1. I have a dog in the house.
   I take him to the park with me.

(Entry or Exit)
Form B

2. Father is at home.
   He says we are going to play ball.

Exit
Form C

3. I have a brown cat.
   He likes to sleep on my bed.

(Test for the end of the year.)
Form CH

4. The train is coming. It is going to stop here.
   We are going to get on.

If the student has difficulty say, "You say it slowly. How would you begin to write it? What sound do you hear? What else can you hear? If the student cannot finish the word, say, "Let's stopp writing this word. The next word is..."

THE STONES

Adapted by Ana Andrade
Olivia Ruiz
– Amelia G. M. Basurto

From the story Stones
by Marie Clay

Pass the book to the child, holding the book vertically fom the outside corner.

1. Say: Show me the first part of the book.

I climbed
the hill
Looking up and down.

2. Say: I am going to read the story. Help me. Show me where I should begin to read. Where should I start? (Read the text).

I saw a bird in the tree
and stones
on the ground.

3. Say: Show me where to start.
4. Where should I continue?
5. And then, where should I go?
6. Point with your finger while I read. (Read slowly but fluently.)

I kicked a large stone.
It rolled here and there.

Read the text.

7. Say: Show me the first part of the story. Show me the last part.
8. Show me the part under the picture. (Don't mention that the picture is upside down.)

I pushed and
I pushed it again
and again.

9. Say: Where do I begin? Where should I continue? And then, where do I go next? Now read the text.

And I kicked it very hard.
I put my foot back.

10. Say: What is wrong with this part? (Read immediately the line below and then the line above.) (Don't point with your finger.)

FEB 28 '92 11:43 FROM SCH OF EDUC - UCB PAGE.002

Then got I on tiptoes
I and kept looking

The stone rolled down hte hill
bumping here adn there.
Will it stop at the fecne?
Or will it continue to the curb?

11. Say: Where should I start reading?
12. What's wrong with this page?
(Show page 12, not the text.
Read the text slowly as if it were written correctly.)
13. Say: What's wrong with this page?
(Show page 13, not the text.
Read the text slowly as if it were written correctly.)

Will that stone roll
to the house with the swing?
Or will it continue to the flowers
that are yellow?
(letters in some words are reversed.)

14. Say: What's wrong with the writing on this page?
(Read the text slowly as if it were written correctly.)
15. Say: What are these for?
(Point to the question marks with your finger or with a pencil.)

Then I shouted:
Stop, stop, Big Stone,
because the water is deep.

Read the text.
(Point with a pencil.)
Say: What is this for?
16. the period
17. the comma
18. the hyphen/dash
19. Say: Find a small letter like this one.
(Demonstrate with Aa.)
19. Say: Find a small letter like this one.*
(Demonstrate capital letters P, E.)

[*Should this have been "find a capital letter"?]

FEB 28 '92 11:44 FROM SCH OF EDUC - UCB PAGE.003

The stone continued
until it fell in the puddle.
I ran hurridly.
And all I say was
the water green and calm.
And, Oh! There was no stone.

Read the text.

20. Say: Show me the word "the"
Show me the word "now".

The stone rolled to the bottom
of the hill.

21. Say: This story says "the stone rolled to the bottom of the hill."
Move the cards over the line until you see only one letter; two letters.
(Demonstrate the movement of the card but don't do the excercise.)

Say: Show me.

22. one word, two words;
23. the first letter of a word;
the last letter of a word
24. Show me a capital letter.

Concepts About Print Score Sheet

Test No. 3
Date:
Name: School:
Recorder: Classroom Teacher:

Use the script when administering this test.

Comment	Page	Score	Item
Cover	1. The front cover		
2/3	2. The printed text makes sense		
4/5	3. Where to start		
4/5	4. Where to continue		
4/5	5. Return to the left		
4/5	6. Match letter to letter —		
6.	7. Concept of beginning and end		
7.	8. The bottom part		
8/9	9. It starts with "The" (The sones)		
10/11	10. Scrambled lines		
12/13	11. Left page before the right		
12/13	12. Scrambled words		
12/13	13. Scrambled letters		
14/15	14. Scrambled letters		
14/15	15. Meaning of question marks		
16/17	16. Meaning of a period		
16/17	17. Meaning of a comma		
16/17	18. Meaning of a guide (or hyphen)		
16/17	19. Find Pp -Ee (The stones)		
18/19	20. Reversed letters: the, now		
20.	21. One letter; two letters		
20.	22. One word; two words		
20.	23. The first and the last letter of a word		
20.	24. Capital letter		